



KOTESOL

대한영어교육학회

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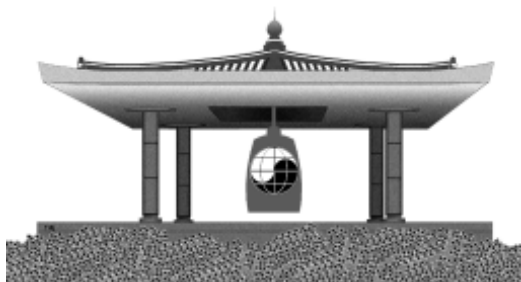
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**Calls for Papers, Conferences,
Chapter & SIG Reports,
and much, much more!**



To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea.

THE ENGLISH CONNECTION

A Publication of Korea Teachers of English to Speakers of Other Languages

Volume 7, Number 1

Introduction

Culture: vast, elusive, dynamic. Trying to understand it is like trying to hold water in your hands. The moment you think you have a grasp on it, it slips away. So instead of definition, I turn to analogy to make some sense of this abstract yet ever-present phenomenon. To my mind, those things I observe – words, music, homes, roads, stories, actions, and so on ad infinitum – are but waves atop an enormous ocean of culture.

For three years, while teaching English Conversation in South Korea, I thought, read, talked, and ate Korean culture. Much ESL and EFL literature appeared to support my notions of cultural differences that manifest themselves in the Korean EFL classroom. However, I

needed to perform the acid test of whether my beliefs meshed with students' realities. To that end, I contacted Jay (pseudonym), a Korean friend who was doing his Masters in

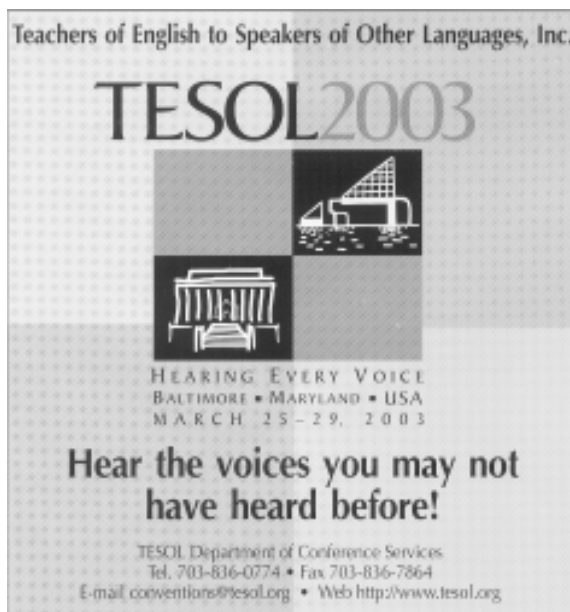
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Culture in the Korean EFL Classroom: A Humanizing Process

by Sheila Windle

Jan-Feb, 2003

Email us at KOTESOL@Chollian.net



www.kotesol.org

Call for Papers for *PAC Journal*

(Korea Section)

I. Background: What is PAC Journal?

In 1997 three Asian based language teaching organizations—JALT, ThaiTESOL and KoreaTESOL—launched the Pan Asia Conference Series, the first of which was held in Bangkok (Jan 1998) and the second in Seoul in October 1999, which was hosted by KoreaTESOL. The conference series was started in an effort to bring together language teachers from the various regions of Asia, to give them an opportunity to discuss the similarities and differences that exist in their various teaching contexts and, as an extension, to encourage and foster collaborative research efforts. FEELTA (Russia) became a member at the PAC 3 conference in Kitakyushu Japan, November 2001.

PAC Journal is a natural outgrowth of this inter-organizational cooperation, a forum where we hope the results of our collaborative discussions, research projects and jointly authored papers will have a natural forum that cuts across national and cultural boundaries. The editorial team has been international in composition: the Editor-in-chief based in Singapore and country editors from each of the PAC member countries.

II. Call for Papers

The Pan Asia Consortium (PAC) Journal is seeking contributions of articles focused on the following area:

ACTION RESEARCH as it is conducted and applied in the EFL teaching context by teachers and researchers who are teaching in Korea. Collaboration with colleagues in other Asian countries is encouraged.

Papers should meet the following 5 minimum requirements:

- (1) A statement of the **problem**—including the *context* and the *participants*. Why was this a problem? The problem should not be too broad and should be located in teaching. Institutional problems, while related to the classroom, may cause more 'problems' than they are worth!
- (2) A **brief review of the literature**—all the recent movers and shakers in the area should be included that address THE PROBLEM only!
- (3) A **method** to solve the problem—outlined in detail—what method, why this method, where did it come from, etc.
- (4) **Result**—what was the outcome—details.
- (5) **Action**—this last cycle is sometimes left out of some so called AR projects but should be included: A comparison of number 1 and number 4 above—what will the teacher do now and in the future? Will he/she incorporate the new result (#4) or will he/she stick with the original method (or whatever)?

Editor Farrell's note: *Authors, please use these five steps as subheadings in your papers. Papers that do not use these five subheadings will not be accepted.*

GUIDELINES:

All articles must be in English with 4,000 words maximum, including references. PAC Journal uses the Publication Manual of the American Psychological Association, 4th edition.

Format. All manuscripts must be printed out and double-spaced on one side of A4 or 8.5" x 11" paper. 3 cm margins should be used, and the letter size (font) should be set so that approximately 250 words fit on a page. (Where possible, Times Roman 12 point should be used.) Authors must supply camera-ready diagrams or figures on separate pages appended to the article.

Materials to be submitted:

- (i) Cover sheet with contact name(s)/address, title, running head title (2 - 5 words, in English for all articles), author name(s) with institutional affiliation, abstract (150 word maximum).
- (ii) An MSWord/RTF file with the above page formatting, submitted as an email attachment, is the preferred form of submission. However, hardcopies will be accepted as initial submission, with a mandatory accompanying Macintosh/IBM-DOS formatted disk in MSWord/RTF. Final acceptance is provisional upon receipt of camera-ready diagrams or figures (BMP files may be acceptable).

DEADLINE:

All articles must be received by **May 1, 2003**
at the following address:

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Dear Colleagues,

Welcome to 2003! It seems like only yesterday that everyone was talking about the beginning of a new millennium, but we have already crossed the threshold of a brand-new year – the year 2003, the Year of the Sheep. We held the 10th International Conference of Korea TESOL last October, meaning that Korea TESOL is now a little over 10 years old. Over the past decade, Korea TESOL has made great strides, contributing considerably to the development of English education in Korea and helping its members to improve themselves as educators and researchers. Over this long journey there have been unavoidable difficulties and numerous changes, but our association has had the fortitude to overcome all obstacles.

The next ten years, however, will prove even more important than the past ten in determining whether Korea TESOL truly prospers as an academic society or merely survives.



Korea TESOL is unique among Korea's English education-related organizations in several ways. Among its unique features, I would like to emphasize two very important ones. First, Korea TESOL has a good membership mix of Korean and non-Korean members, which has given the organization a leading edge in organizing international conferences in the field. I am sure the Korea TESOL conferences have provided venues for members to present what they have discovered through research and classroom application, thus allowing them to share their knowledge with colleagues, and have provided a single location in which to inspect the gamut of ELT materials.

The uniqueness of Korea TESOL, one that helps make it so strong, is that the national association has eight chapters across the country. Each chapter has its own monthly meeting, in which one or two EFL-related presentations are given, followed by active discussion among the participants. At the chapter meetings, the presentations focus on practical issues and teaching techniques; the meetings also provide an excellent opportunity for networking with other teachers. For members who would like to share their teaching experience and techniques, the chapter meeting is the best place to begin.

President's Message

by
Dr. Sangdo Woo

I have seen some Korea TESOL members attending only the annual conference, and others only attending chapter meetings. I would like to encourage these members to come to the other types of events also. I am sure they will be surprised by what they have been missing.

Korea TESOL has grown into a leading English education association, not only domestically but on the international scene as well. Now we have approximately 600 members, eight chapters, eight standing committees, and five special interest groups. All national and chapter officers, as well as committee chairs and members, volunteer their time and expertise. I would like for you to take a look at the "Who's Where in KOTESOL" section of this issue of *The English Connection*. All the people listed there and many other volunteer members not listed are the people who organize all the events and prepare all the publications for you to enjoy. In this new year, I would like to urge you to volunteer your services at your chapter or at the national level. There are many divisions within Korea TESOL where additional help would be most welcome. To find information on who to contact, again, check the "Who's Where" section of this issue. I would like to see more members becoming more active in Korea TESOL in 2003. By taking a more active role in KOTESOL, you will be taking advantage of a great opportunity to develop yourself professionally and personally. As is true of most forms of volunteerism, you will be surprised to find that the amount you put into helping the association is dwarfed by the amount you gain from your experience.

Once again, I wish all our Korea TESOL members and members-to-be a very happy and prosperous new year.

Culture in the Korean EFL Classroom

continued from the front page

ESL. Jay helped me compose and translate into Korean the "Culture Survey." Then, with the cooperation of four colleagues, the survey was administered to 110 students enrolled in English Conversation at a Korean university. While some items on the survey supported my cultural preconceptions, more did not.

This article will describe the process that I undertook in trying to come to a deeper understanding of the relevance of culture in the classroom. First, I will present my preconceptions, the rationale behind them, and a summary of survey results that supported or refuted these hypotheses. In the Analysis section, I will suggest possible reasons for the discrepancies between expectations and results in light of current research. The Conclusion will describe a movement away from broad cultural generalizations to a more personal, experiential orientation wherein cultural practices, values, and assumptions can be shared in the classroom on the common ground of humanity.

Preconceptions, Survey Questions and Results

General Disagreement

One specific preconception based on personal observation was that students tended to omit pronouns such as you, I, my, and me. My hypothesis was that students transferred Korean language conventions onto English, rendering pronouns "understood" and unnecessary (Park, 1979). In the case of "you", the Korean equivalent, "*dangsin*", would be disrespectful in most situations and therefore again, due to cultural transfer through the language, the personal pronoun would be left out. Alternatively, Jay suggested that using these pronouns would result in students singling out themselves or others, a source of embarrassment in Korean culture. Our hypotheses were dashed when, on four separate questions, students strongly disagreed with the statement that they avoid using I, me, my, and you because it is too individualistic or disrespectful.

Jay believed that the collectivist-group distinction accounted for the greatest amount of difference between Western and Korean cultures. I wondered if questions about preferences might be considered irrelevant or meaningless to individual Korean students without opportunity for consultation with others. As well, it had been suggested (Pak, 1973) that questions about the future were somewhat irrelevant from an Eastern philosophical standpoint, given that one cannot control or accurately predict the future. In addition, students were asked if they thought their English Conversation teacher often requested yes-no answers to questions for which there was no reasonably definitive answer. These survey items arose out of distinctions between "Western thought" and mode of discourse as being linear, straightforward, and conclusive versus other modes of thought such as circular, divergent, and accepting of various different answers (Kwon, 2001; Park, 1979; Pinar, 1995). However, in all of these questions, approximately 60% disagreed, 20% agreed, and 20% remained neutral.

In general, I perceived that students were reluctant to get out of their chairs to do activities. Once out of their seats, they engaged enthusiastically in conversation, but getting them up was like pulling teeth. However, on the survey only 10% of students agreed that, "I feel uncomfortable when we are asked to get out of our seats to speak to other students."

Keeping in mind that shame is still a major form of social control in Korea (Choi, 1998) and knowing that the courses I was teaching were mandatory, I wondered whether, given a choice, students would opt in or out of speaking to a foreign teacher. There was a 50-50 split on that question.

General Agreement

The item that received the strongest agreement (83% of respondents) was, "It would be helpful to learn other expressions that mean 'maybe,' such as 'It depends'; 'it depends on the situation'; 'I'm not sure'; etc." This question dealt with mode of discourse, typified as less direct in Korean than in English (Park, 1979) as well as the idea that English and Western thought is deterministic. Whereas conclusive

answers based on fact are valued and expected in the English language, other cultures and languages might be more tolerant of uncertainty in responses (Pak, 1973; Park, 1979).

Secondly, 70% of the students agreed with "The environment in the English instructor's classroom is completely different from that of a Korean professor." Though a vague statement in my estimation, it received surprisingly strong support, which suggests there is more beneath the term "atmosphere" in Korean culture than I understand. Inspiration for this question came from recent research (McKane, 2002) into anxiety in the Korean EFL classroom. On open-ended questions, a number of students in the study suggested that a different atmosphere would help reduce anxiety.

There was also strong agreement with: "I do not use certain expressions in English because the equivalent expression in Korean would be impolite." From this result, I inferred that there are cultural differences regarding utterances and topics generally considered appropriate in conversation. Sixty-eight percent of the sample wished there were an English equivalent to "*Sugohassyeossimnida*" (roughly translated as: "Thank you for your efforts") to end class with a respectful routine; 19% were neutral, and 13% disagreed.

Analysis

The survey itself was not a highly rigorous scientific instrument, nor were statistical analyses performed on the data. Rather, this was an informal action research project designed to solicit students' thoughts on cultural differences that affect the EFL classroom. The purpose of gaining insight to students' EFL classroom experiences was to more effectively and sensitively, in light of cultural factors, teach English Conversation. However, the incongruity of some expectations and results prompted analysis of the process, including a critical examination of my own biases. To begin with, it appears that I was attempting to represent a complex reality by using a binary logic of either-or and us vs. them. Guest (2002) warned that reducing cultures "... to a few salient, general principles is bound to end up closer to caricature than any real understanding or deep analysis."

To confess the extent of my bias, I was reluctant to use the 5-point Likert scale in case “all the students answered in the middle.” Two unpalatably unenlightened assumptions were at play. The first was my belief that the students, being sensitive toward others’ feelings and respectful of authority, would converge toward the middle, not wanting to offend one way or the other; the second was that they were all the same. These preconceptions may have been symptomatic of the tendency of people from individualistic Western countries to carry the attitude that “my behaviour is first and foremost a personal quality, whereas yours is merely a cultural product” (Guest, 2002, p. 157). Though startled at the proposition that behind my “altruistic cultural sensitivity” was a stereotypical image of “them”, I knew I had to look at my own cultural blind spots.

Along a similar vein was the issue of cultural hegemony, or the tendency of dominant groups to impose their thoughts, values and even ways of knowing on other groups. Linda Tuhiwai Smith wrote in *Decolonizing Methodologies*: “The globalization of knowledge and Western culture constantly reaffirms the West’s view of itself as the centre of legitimate knowledge, the arbiter of what counts as knowledge and the source of ‘civilized’ knowledge” (1999, p. 63). In creating the survey questions, had I not imposed my views, or at least limited response options? The 5-point Likert scale was no more than a mould into which I expected the students to pour themselves, to provide numerical data that would explain the broad cultural typecasts which had surely formed in my subconscious.

Realizing I was not impervious to a superior, Canadian-centric perspective evoked a flashback to 1999 and discussions with a class of advanced English speakers. There was consensus among those students that Confucian values no longer played a large role in their socialization. I did not believe them. Rather, I thought, “I know because I am from Canada and I can see that you are definitely very ‘Confucianised.’ You just don’t realize it. If you could see things through my eyes, you would know.” More important than the Confucian debate is that beneath my thoughts was a belief that my view was more correct than the students’; my criteria were the legitimate

ones that would determine whether cultural change had occurred or not (never mind that I had only been in Korea a year at the time). Ironically, results of the present study reflect what the students had told me in 1999, i.e., that from the students’ perspectives, Confucian tradition no longer influences to any major degree, classroom behaviour. The most glaring demonstration of this came from the most strongly opposed survey item: only 3% of respondents agreed that in group discussions, men should have the chance to speak before women. This may have been an example of what Kubota (1999) identified as EFL/ESL scholarship that endorses fixed, static, notions of cultural “essences” that reflect more of colonial discourses than cultural realities.

Edward Said coined the term “Orientalism” in 1978, and described it as the tendency of the Western “expert” to create an impression of people from “other” cultures and to propagate that image until it ultimately becomes accepted as reality (Said, 1998). In a similar way, my generalizations about Korean students’ behaviours had been predicated to a large extent on Hofstede (1986)’s work, which placed cultures on a collectivist vs. group continuum.

In fact, the whole group-collectivist comparison may be an unreliable dualism. Rhee, Uleman, and Lee (1996)’s study demonstrated that the individualism-collectivism construct is not so straightforward. When interacting with what the researchers called kin (family, friends, and close coworkers), Korean college students exhibited collectivist behaviour but with non-kin, they behaved and spoke more individualistically. Although the binary construct of group-collective offers a comfortable and even politically correct, explanation of cultural difference, it is not reliable. Particularly in a classroom where the teacher and language is from the “out-group”, students are capable of adjusting to “out-group” mode.

Conclusion

In the end, the value of this study for me was not in reaching a series of definitive answers but in the process of rethinking culture and its place in the classroom. There is no “right way” to teach culture,

though more and more researchers and practitioners are advocating for teaching culture not as an adjunct but as a part of the everyday instruction (Alptekin, 2002; LoBianco, Liddicoat and Crozet, 1999; Tseng, 2002). Many foreign teachers do this by being themselves, by embodying their native cultures - an undeniably authentic approach. On the other hand, based on several studies, Lo Bianco, Liddicoat and Crozet (1999, p. 126) argue that, “Culture is not acquired through osmosis. It must be taught explicitly,” even when a learner has been immersed in the target culture for a long time. My take on what happens in classrooms, as in society at large, is that students interpret foreign teachers’ observable “waves” (i.e., language, behaviour, attire, facial expressions) based on the “ocean” of Korean culture. Similarly, foreign teachers interpret Korean students’ behaviours based on their own native cultures, which often results in cultural misunderstanding. Bringing the unseen to the surface is the first step toward understanding. It does no good to assume that “they get it” or that “we get it.” To help students and to help us understand, we have to go under – beneath the surface.

One area among many where getting beneath the surface is important is politeness strategies. Whereas in the Korean language politeness is built into each sentence more formulaically (in my opinion) than in the English language through the use of honorific suffixes and referents, English allows more flexibility in expressing politeness. This makes understanding the situation-dependent nuances more challenging for the second language learner. When a student says to me, for example, “Teacher, you must help me now,” I feel my defences go up. In the past, I used to simply ignore my human (emotional) reaction and get on with the task but as time went on and different students used similar expressions that I judged, based on my cultural ocean, to be impolite, I knew that this cultural difference had to be addressed. I began to write down verbatim what the students said as well as my inner reaction, e.g., “irritated”, “amused”, “confused”, etc. As for the inappropriate language, if time allowed, I explained why the expression was inappropriate and gave alternatives. More significantly, perhaps, the incidents

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A Glimpse from the Past . . .

(Originally published in *AETK Newsletter*, Vol. 12, No. 1, December 1992)

Looking to the Future

The Keynote Address from the AETK/KATE - Korea TESOL Fall Conference, Daejeon, October 25, 1992

By *Oryang Kwon*

IN THE EARLY SPRING OF 1991, as the president of KATE [editor's note: this refers not to the current society of the same name, but an expatriate oriented organization that is one of two organizations that became KOTESOL] for that year, I had a talk with Professor Dina Trapp, then president of AETK, about the possible unification of AETK and KATE under a new name. Later, in my letter to Professor Margaret Elliott (dated April 3, 1991), I suggested "KOTESOL" (to stand for Korean Organization of Teachers of English to Speakers of Other Languages) to be the name of the new umbrella association. Since then, discussion went on privately and publicly about unification within AETK and KATE. As an important step toward unification, the two organizations agreed to hold this year's annual conferences together. Also, a special committee was appointed to study the means and ways to bring the two associations together under the same umbrella. Now, thanks to the devotion and enthusiasm of Professor Jack Large, the committee chair, and the committee members, we are almost there to see the formation of Korea TESOL, which is to set its sail in the very near future.

Looking to the future

As a past president of KATE, I am excited to see the birth of a new association. It is the offspring of cooperative spirit and academic enthusiasm. As an English teacher in Korea, I am excited to witness the beginning of a new era in the English language teaching profession in this country. I am certain that this new association will make innumerable and invaluable contributions to the development of language teaching and research not just in Korea but in the world. In fact, I am looking to a bright future, which seems to be extending its welcoming

hands to us. Thus, today I would like to share with you some of my visions for the future of the new Korea TESOL. I would also like to invite you to put your shoulder to the wheel of this new organization so that we can successfully meet the challenges that we will encounter on our way.

1. Solidifying the organization. The first challenge for Korea TESOL will come from inside the organization. Emerging from two different associations, Korea TESOL will necessarily need some adjustments in its structure and operation. Although AETK and KATE are not strangers to each other, the leaders and members will have to familiarize themselves with the new, expanded supra- and infrastructures and new operational mechanism. Thus it is at once apparent that the role of the first executive council of Korea TESOL is truly critical for the future of this association, as they are going to point the direction for us and show an example of effective operation. Although they will be correctly guided by the guidelines provided by TESOL International and other TESOL affiliates, the support of the members given to the leaders will be essential for our success.

2. Expanding and reaching out beyond our boundaries. Once Korea TESOL establishes its new identity, it should reach out its helping hands to as many teachers as possible. Of course, Korea TESOL will have its distinct identity as an important professional association from which expatriate teachers of English may find help. However, it is my estimation that there are more nonmember expatriate teachers in Korea than there are expatriate members. Korea TFSOL should set its goal to reach out to these nonmember expatriate teachers and provide professional guidance and assistance where needed;

and it should enlist the expertise and experience of the teachers who have them.

At the same time, Korea TESOL will need to communicate with other professional associations in Korea. At present there are two major nation-wide associations of English teachers in Korea: the College English Teachers Association of Korea (CETA) [editor's note: now known as KATE] and the Korea Secondary English Teachers Association (KOSETA). As the names indicate, the two organizations maintain fairly distinct Identities. CETA is mainly for Korean professors whose special interests are in English teaching. Started 28 years ago in 1964 by college professors who were in charge of language laboratories, CETA now has about 300 members and publishes a biannual professional journal and three issues of a newsletter each year. For the past 28 years, CETA has played the key role in policy making and academic training for the teaching of English in this country.

KOSETA, on the other hand, is exclusively for secondary school English teachers and administrators and is by nature classroom technique oriented. It has regional chapters in all of the provinces and major cities, and boasts a membership list of over 5,000 teachers, with about 1,000 members in Seoul alone. It is an affiliate of IATEFL (International Association of Teachers of English as a Foreign Language) and publishes four newsletters a year and one annual workshop report based on the annual 4-day workshop, held during the summer vacation. About 100 members of KOSETA belong to the IATEFL Korea branch and send about 4 members each year to IATEFL's annual conference.

While I can see the distinct identities of Korea TESOL and the two other associations, I can also see the common

goals they are pursuing and the common problems they are facing, since they are all concerned with the teaching of English to Korean students in this particular setting called Korea. Thus, it will be profitable for the three associations to establish some type of organizational linkage and find ways to orchestrate our efforts and share our experiences. CETA can provide us with academic knowledge and practical information regarding job opportunities for expatriate teachers. KOSETA can provide us with insights into the problems of secondary-school English teaching and learning. Korea TESOL, on the other hand, can contribute to the Korean organizations with the native speakers' perspectives, which are different from those of the Korean teachers of English. Therefore, if the three associations establish communication channels, they will all benefit from such cooperation. In fact, CETA and KOSETA already have at least some type of communication among the leaders through exchanging their newsletters. As a newly appointed secretary of CETA, I look forward to liaison between Korea TESOL and CETA.

3. Better and bigger conferences. One other thing I would like to see in the future is the excitement of the conference planners over the abundance of well qualified and willing speakers within Korea, whether they are long-timers or temporary visitors, whether they are expatriates or Korean nationals. I have a dream that Korea TESOL, CETA and KOSETA will have a joint annual conference to share our expertise and to exchange our views. I have a dream that Korea TESOL, together with CETA and KOSETA, will proudly host a joint conference of the TESL/TEFL professionals working in Asian countries. I have a dream that Korea TESOL, CETA and KOSETA will successfully host an international TESOL conference in Seoul or here in Taejon. I know that these dreams can come true with our renewed resolution and unyielding devotion to our profession. I know that we are all capable of making these dreams come true, and I believe that we are all willing to work toward that goal.

4. From newsletters to journals. AETK has published a newsletter to disseminate information and exchange ideas for better English teaching in Korea. No one can

deny that the quality and quantity of the AETK Newsletter have been greatly improved and expanded. I praise the editorial staff for their wonderful job. However, I would like to see it still more improved. What I can envision is the kind of newsletter so replete with original articles and enlightening ideas and constructive suggestions, that other organizations and readers will turn to it for inspiration and practical guidance.

I can also envision the day when we will publish a professional journal that can compete with or even surpass any other journal in the world for the same reading public. I keep the TESOL Quarterly journals from the first issue of the second volume. Those early numbers came in a thin booklet form with a total of a mere 68 pages bound by staples. Last year, TESOL Quarterly marked its 25th year of professionalism with an extensive review of the development in various areas of English teaching. Now TESOL Quarterly is one of the most important journals in our field, setting the standard of professionalism in research and teaching, and each issue has about 180 pages, almost three times as many pages as the first several issues. Just as TESOL Quarterly started in the form of a stapled booklet and grew to be the leading magazine of a greater volume, I believe we can make a modest start and improve the journal to be one of the major professional journals in the world. As long as we maintain our high ideals, as long as we maintain our enthusiasm and willingness to strive to realize those ideals, there is no difficulty we cannot overcome.

5. Cultivating ourselves. In order for us to make progress in the ways I have described, it is also necessary for us to prepare ourselves to be qualified and eligible for the new opportunities. We need to improve ourselves both academically and technically.

Language teaching is both art and science. It is an art in that it requires constant and creative adaptations on the part of the teacher, since no two teaching situations are exactly the same. They are different in time, place, students, and myriads of variables. Thus, each situation poses a challenge to the teacher, who must use all his ingenuity to best perform his role as a teacher. Each minute and hour of teaching is a live display of the art of teaching.

Language teaching is also a science, in that we can accumulate our knowledge regarding language learning and teaching and transmit it to the next generations of teachers. This body of knowledge is accumulated through the experience of humankind. In fact, what we know theoretically about language teaching and learning is thanks to the accumulated experience of past teachers.

Some people are gifted with artistic talents; others are not. Some people can teach better than others, just as some artists perform better than others. Yet, as scientists, we need to learn the accumulated knowledge of educational science, knowledge about the approaches, methods and techniques of language teaching. We also need to learn about the results of research in language learning and acquisition. This is where we need to endeavor to improve our understanding of language teaching.

Conclusion

I have laid out some of my prospects for the future of Korea TESOL, and some of the challenges that we need to meet. As I have said, I have a strong conviction that Korea TESOL will play an important part in the improvement of language teaching in this country and in the world. I am also certain that all of us, as members, will benefit greatly from our new association.

I can see among the audience many future leaders of international TESOL. I can see many future scholars who will provide us with wise solutions to the difficulties we are facing in our teaching. So, when they have grown to be such leaders, I hope that Korea TESOL will be remembered by them as the home of their intellectual and spiritual growth. Let's all start to work to make that home a happy one.

The Author

Today, in 2003, Dr. Oryang Kwon is a professor at Seoul National University, and is a past president of both the KATE society listed within this article, and KOTESOL, and is currently president of the modern KATE [formerly CETA, as described within this article]. He has also served as Editor-in-chief of the *Korea TESOL Journal* and as KOTESOL Publicity Chair.

Using Literature with Young Adults

Young Learners

by
Jake Kimball

Although teachers generally have free rein in conducting their classes, gatekeepers such as parents and administrators unwittingly exert a great deal of control over our choice of teaching methodology. Especially in the private sector, time constraints require teachers and students to complete a set amount of work in a specific time frame. Often there is little time for extending activities, reviewing, and recycling which is crucial for success.

Literature is one of those often over-looked avenues for multi-purpose tasks. Literature, usually restricted to very young learner classrooms, is infrequently used in young adult classes, and even less so in adult classes. That does not have to be. Many late elementary school and middle school students are at just the right age and proficiency where literature has the potential to make a difference in their reading habits.

One possibility is to integrate literature with an existing program. Literature comes in all shapes and sizes: cultured classics, children's fairy tales, teenage romance, movie adaptations, comics, drama, poetry, etc. Graded readers are widely available from major publishing companies. They are slimmed down, abridged books designed for ESL/EFL students. I recently went through *Great Expectations*, *Black Beauty*, and *Men in Black* with groups of advanced 5th and 6th graders and middle school students. These graded readers may be selected according to objectives, whether they are thematic (for Christmas we read *A Christmas Carol*), semantic, or grammatical. In addition to standard audiotapes, extra activities and teacher guides are available via companion websites. Busy teachers will find graded reader packages convenient and efficient.

If that were not reason enough, consider the idea that children's literature can be adapted for use in young adult and adult language classes. The first criteria to consider in choosing an appropriate book would be to determine whether or not adult characters are in the book and whether or not it contains universal themes. If so, focus on the adult's role on the book. Secondly, ensure that the vocabulary level and grammatical structures are slightly above your students' ability. Eliciting questions from mature perspectives and exploiting the 'generation gap' topic has the potential to generate interesting conversations or essays.

Using literature also provides a great deal of flexibility in methodology and activity choice. Integrating the four macro-skills (speaking, listening, reading, and writing) is relatively simple and any pedagogical practice or theoretical position on the nature of language may be applied to literature. Traditionalists devoted to grammar translation can use literature to their heart's content. Dialogues and drills, a common technique in the audio-lingualist's inventory, are easy to create and make for a wonderful student-led project. EFL adventurers wishing to explore Task-based Learning may also find literature useful but time consuming. Designing story strips for arrangement, drawing pictures to make comparisons or for a cognitive crutch in summarizing stories, and preparing creative writing activities, role-plays and interviews all take time.

Furthermore, using literature develops autonomy. My students feel empowered when they choose from several selections. Something that simple may encourage students. With literature it is quite possible to meet the needs of most learners and their preferred learning styles. A constant diet of 'take out your student book' can be de-motivating for both student and teacher. As an alternative, integrating literature ranging from *Samguk-ji* (3 Kingdoms) or *Aesop's Fables* to various chapters of *Harry Potter* inspires and refreshes.

Content, as suggested by the above books, is a very important factor in choosing a book. Literature can be far more interesting than a typical conversation textbook. Whereas young learner literature is playful and repetitive, adolescents and young adults prefer literature to be easily related to real-life. That is one of the major differences between children and emerging adults. Both children and young adults need exposure to a wide variety of literature to develop literacy skills and build schemata. Although it goes without saying that young learners are young and lack world knowledge, many teachers tend to forget this point.

Literature also leads to drama, and drama creates excitement. By placing students in near real situations, students tend to use gestures, facial expressions, and increased intonation and stress. They communicate with emotion. With a bit of luck improvisation may arise unexpectedly. Drama is a golden opportunity to interact with students through direction. Some teachers I know have based classroom dramas or role-plays on popular Korean TV dramas. This kind of activity may be time consuming but well worth the investment in time and effort when students' intrinsic motivation increases. The entire process is likely to contribute to second language acquisition processes and make learning more fun and memorable.

Clearly, there are benefits to using literature in class. Flexibility is one of its greatest strengths. Stories can be adapted to specific age groups or levels through editing or even questioning techniques. Cultural issues can be addressed through world literature and fables and tales from around the world. I like using literature for the creativity it allows me as a teacher and the potential for instilling creativity in my students.

A good place to start would be visiting the Young Learner Special Interest Group website at http://www.kotesol.org/younglearn/Resource_for_teachers.html.

Keep your eyes open for the forthcoming Young Learners' Symposium

Paths to Professional Development:

Part Two -- Moving Pictures



In the previous *TEC* (Vol6,6) I presented arguments for and against Already-Very-Busy English language

teachers in Korea engaging in professional development activities. The list of reasons why we need to was significantly longer and, I hope, more persuasive the list of reasons why we might not.

Since that first piece, I have received a number of emails along the lines of “Yes, Andy, that’s all well and good. But how?” Good question. In this piece, then, having considered the question of *Why*, I would like to start the discussion of *How*.

In Korea, I have been asked several times if I can recommend low-tech, low-impact, low risk ways of developing professionally. I would like to suggest video recording your teaching. Although teachers have been recording their teaching as a way of learning about their classrooms for more than 30 years, it still surprises me how infrequently we use this medium in our professional development.

Although “low” is a relative notion, based on what I have seen in Korea, I would say that video cameras are no longer considered “hi tech” here. Video cameras in classrooms can be disruptive. But if the lesson is interesting, relevant and well planned, it is surprising how quickly students and the teacher forget about the camera, making this a relatively low impact approach.

Risk, however, is a big issue in professional development. I have often been quoted – and misquoted – expressing my view that *there is no professional development without exposure*. By this I mean that we are acknowledging that there are gaps in our knowledge, skills and/or understanding when we engage in

professional development. This may seem fundamental to learning anything, but it is not always easy for teachers, especially those in particular cultures, to see and to say this.

But with video recording your own teaching, if you decide where and when the recording is made, if you allow an adequate “acclimatization period” for yourself and your students to get used to the camera being there, and if you watch the tape yourself, you largely eliminate the risk.

In Chapter 7 of our book *Pursuing Professional Development: The self as source* (Heinle & Heinle, 2001), Kathi Bailey, David Nunan and I discuss our experiences of using video in our professional development. I would like to present here an abridged version of a **Teachers’ Voices** section entitled “Andy’s Film Debut” (pp.119-120), as this captures many of the pros and cons of video as a professional development tool.

“The first time I saw myself on video, I didn’t.

It was many years ago, on my first teaching practice. I was in a school in the North East of England, in a grim, bleak place, suffering from nearly fifty- percent unemployment. Not surprisingly, such an environment did not do much to engender in the local children a positive disposition towards learning in schools (or being in school at all).

To compensate for my lack of teaching experience, I was “power dressing”, which meant wearing dark colors. So there I was, dressed head to toe in black, standing in front of a floor-to-ceiling black chalkboard. The video camera was the only one in the school, and did not work very well, especially in the low-light conditions of the dark room where I was teaching.

When we sat down to watch the video of my teaching, there was an embarrassed

Professional Development

by
Dr. Andy Curtis

silence, until I started to laugh uncontrollably, breaking the tension and giving permission to the other (light-skinned) teachers to do the same.

There I was. Not. All of the various darkneses had combined to produce a shadowing effect, in which all that could be seen on the video recording was a piece of white chalk, dancing in the darkness, a dazzling white smile, and almost nothing else.

This episode taught me many things, not least about technology’s limitations when it comes to capturing teaching and learning on tape. Many years after this unpromising television debut, I have realized that there is a useful analogy here for the way a video camera actually masks what goes on in classrooms, as well as, paradoxically, at the same time shamelessly and unflinchingly recording everything that passes before it. The idea that “the camera never lies” is itself a great lie, as anyone knows who’s ever seen how cinematic special effects are created.

However, this technological weakness can also be a strength. In my case, the camera didn’t record what was going on in my head and my heart. That is, it couldn’t record what I was thinking and feeling. To record these things, I needed to look to my journal entries or the audio tape recordings of my pre- and post-lesson observation discussions with other teachers. But the very fact that the camera did not record these internal workings was of value, as it helped to show the difference between what I was feeling and thinking inside, versus the professional teaching persona I was projecting to the outside world, most immediately to the students sitting in front of me, then to my teaching peers and beyond.”

English Only? No!

Training Notes

edited by
Douglas Margolis

by *So-hee Kwon*

How can we help a Korean beginner learner of English to understand the meaning of the word, “friendship” or any abstract word? Please keep this question in mind while you read this article. My focus is the reasons why we need to use Korean in English class and what we can do with Korean, especially, in vocabulary teaching.

The need for Korean as an aid to vocabulary teaching

So, what can we do to help the beginner? Nobody, surely, can show the realia for the word, friendship. A few teachers, hopefully, can mime out the word. Some teachers might possibly give an English definition (“feeling or relationship between friends”) but there is scant likelihood that beginner students will understand “feeling” or “relationship,” meaning students will still be left in the dark. A few really creative teachers, with good technical resources and time to sift through videos, might find a useful video clip that demonstrates “friendship,” but how can we ascertain whether or not students really understand the term? Given abstract terminology, what can we do? I say using the Korean counterpart (in this case, “*woojeong*”) can save time and energy, and reduce stress. Moreover, Popovic (2002) argues that judicious use of the first language (L1) in the EFL classroom is justified because EFL students are likely to need translation skill. In other words, according to Popovic, using L1 and translation is authentic to the needs of EFL students. In addition, she reasons that use of L1 promotes proficiency and builds student confidence while reducing anxiety.

Now, “English Only” advocates might suggest that I can introduce the word, “friendship,” in contexts so learners can be more exposed to the word naturally and eventually acquire the meaning. This approach sounds reasonable and pedagogical until we think about the reality of so-called context. Nation (1997) ascertained that second language learners needed to know at least 3,000 high frequency English words to get to the threshold level where they can start to learn from context. Until students reach that threshold level, there is not much point in expecting context to aid comprehension. Thus, while I agree that words should be presented in context, beginners still face understanding and comprehension on a word by word basis.

Ways to use Korean to aid vocabulary acquisition

Back to the drawing board, then, how can we help the beginner to learn 3,000 words effectively and efficiently? I am not saying that using Korean is the only way. I want to point out, however, that Korean can be an additional tool for the purpose. In the paragraphs below, I will focus on four techniques for making the best use of Korean to take the beginner to the threshold level.

Technique one: use Korean as a motivation trigger. That is, give learners English counterparts for the Korean words they like or want to say. Students often struggle to express ideas in English for which they haven’t yet acquired the terminology. Make time in classes for students to present Korean words and work together as a class to discover appropriate English translations.

Technique two: say the Korean counterparts for English words which are difficult to conceptualize with pictures or realia. As with the word, “friendship,” if students seem to not understand English explanations, rather than wasting a lot of class time, just give the Korean translation and move on. This approach helps everybody to both understand the word

and avoid feeling like class is bogging down.

Technique three: use Korean for comprehension checks. For example, make vocabulary flashcards, which have English on one side and Korean on the other. Students can flip through a deck of cards and quickly test their own comprehension or teachers can quiz students using the opposite language to check student understanding.

Technique four: play word games to challenge students. For example, say a Korean word or expression and then ask students to come up with the English translation, or the opposite word in English.

Surely, we need to keep in mind that we shouldn’t overuse the mother tongue in teaching the second language as Atkinson (1987) has warned. At the same time, however, we shouldn’t get stuck on the “English Only” slogan and forget the fact that we have “Korean,” a well-made tool for learning and teaching English.

Now the beginner has got the meaning of the word “friendship” and we can move on.

The Author

So-hee Kwon taught English for three years at the United Language School until this year when she began the Master program at the International Graduate School of English. Before teaching, she worked for the Research & Development Department of Jaenung Inc. as a researcher.

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The Personal Financial Planning Cycle

What are your financial goals? Have you ever really thought about where you want to be and how much you will need to do it? The old adage 'most people don't plan to fail, they just fail to plan' is true all too often.

Perhaps you have done little more than save a little here and there with the vague intention of catering for your children's education, your retirement and any other major expenses you may have in the future. There is no time like the present to quantify your goals and objectives and to allocate capital and surplus income towards them. So what are the three most important areas in financial planning?

1. Your current financial position. There is obviously no point in planning for your financial future if your current finances are in a mess. If you are uncertain of how much surplus income you have, you have excessive debts or credit card bills or you

simply spend your monthly salary, then you must put your affairs in order prior to embarking on a financial plan.

2. Risk Management. Without you and your greatest asset - your ability to earn a living - it is likely that your financial goals will be unattainable. It is essential that you put in place sufficient life and health insurance cover to ensure that your family has a full financial safety net.

The other area of risk which should be considered here is investment risk. This depends entirely on individual preference, and other factors such as the timescale and importance of a specific goal as well as your age.

3. Retirement and Education. This is the third and final key area of financial planning. I have combined two areas into one as many families in Asia consider their children's education to be as important

**Financial
Planning**
by
Robert Williams

as securing a financially secure retirement. Naturally you must make your own decision as to which is the higher priority.

It's all a lot easier if you use a qualified financial planner. Knowing the tricks, shortcuts and standard assumptions will mean that your planner will be able to get you where you want to be a lot easier than you spending too much time on your own research.

Robert Williams
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Leadership Retreat 2002: Turning the corner

by Robert Dickey

An upbeat mood prevailed as 33 KOTESOL activists and officers convened in Daejeon December 14-15 for the annual Leadership Retreat. Unlike in recent years, there was no sense of dire urgency: membership is climbing, the treasury is healthy, and new officers and volunteers were on hand to reduce the burdens of national administration that had been borne too long by a shrinking core of "old hands."

Training and Transitions

Training, rather than crisis resolution, was an underlying theme for the weekend. The Tourism Education building at Hyecheon College was again the principal venue for the full-day working sessions. Far from a "junket" for KOTESOL "insiders," working through *dosirak* lunches was a key to making the most of limited time, and discussions continued through a *yachaessam* dinner on Saturday evening: one group worked past midnight.



Working discussions through a doshirak lunch

Transitions in KOTESOL were obvious. Several chapters have new officers; they sought the wisdom of long-term chapter executives such as Steve Garrigues and Brian Heldenbrand. Tammy Fisher shared her extensive experience from personal, professional, and Jeolla Chapter involvement in three separate training sessions. While many faces on the national team are known, more volunteers are stepping up to take on behind-the-scenes roles: Julie Stockton for the membership database is but one example. "Many hands make light work" has never

been more true than in KOTESOL administration (and there is room for more hands!).

Dr. Joo-Kyung Park, Past President of KOTESOL (1997-8), reminded us of the issues facing ELT in the Korean context and KOTESOL, and how many of these were neither new nor unique to Korea. She called on the attendees to look beyond individual teaching issues to some of the larger issues facing Korean ELT. An example: how English in the university setting is failing to be cognitively challenging to learners, instead only following a basic interpersonal communication skills (BICS) model. Should KOTESOL challenge current convention? This was the issue we took to dinner.

Sunday morning Jason Renshaw lead us through the current issues facing private foreign language institutes (*hagwons*): this was a real eye-opener to those who had been away from that sector for a few years. Regular testing has trickled down to the pre-elementary school age classes, and "content" (mostly defined as North American grade school textbooks) has become a highly marketed teaching orientation.

Internal reports were, of course, an important part of the weekend as well. Most of these are, or will, be reported elsewhere, but it is clear that the Conference and Membership & Publicity Committees have been taking significant steps in the past few weeks towards realizing their goals for this new year.

The conference committee, in fact, held a concurrent gathering Saturday afternoon in an adjacent room.

Decisions

Decisions great and small, some that impact members, others largely unseen, are always an essential element of such a weekend. Sometimes decisions to leave matters unaltered are as difficult and time-



Small working groups aimed for specific recommendations

consuming as the most wide-sweeping changes. Current membership is not to be required for attendance at the next KOTESOL International Conference. The date and time of the annual business meeting is to remain unchanged. A new year's budget was approved. [See page 24 of this issue for the 2003 budget.]

The executive council meeting finally concluded at 6:50pm Sunday evening and the clearly weary but satisfied discussants trudged out, back to their distant homes to prepare for a new week's teaching or grading and their day-to-day responsibilities in life and in KOTESOL.



A cluttered whiteboard shows a few discussion points prior to the beginning of the executive council meeting



KOTESOL



Drama and Film Festival

Q: I've never participated in a drama fest but I'd like to. What do I do?

A: It's easy! Assemble a group of students and fill in the application form on our website (<http://www.kotesol.org/taejon/daejeondrama.html>) by April 30.

Q: How many students may I enter?

A: Twelve students maximum for middle school and younger, eight students maximum for high school and university-aged students. Film entries may have up to eight principle actors and actresses who are eligible for awards but may also include as many bit parts and extras as necessary.

Q: What kind of awards are there?

A: The awards, which are presented by our panel of judges, include both group awards and individual accolades like best actor, best actress, etc. You may also see humorous awards like best wolf, funniest walk, etc.

Q: How long should the drama be?

A: Fifteen minutes is the maximum.

Q: How can I participate in the film festival?

A: We expanded our drama fest to include films last year after observing that more and more teachers are using their video cameras in the classroom. Film entries should run about 15 minutes or less and do not need to be digitally edited on the computer, although that option is certainly available as well. An article about how to make films (containing suggestions, not requirements) is available on our website.

More information is at <http://www.kotesol.org/taejon/daejeondrama.html>. Please contact Kevin Parent ksparent@yahoo.com for more specific information.

ThaiTESOL Wins Sustainable Development of ELT Skills Award

Pan Asia

edited by
David McMurray

Thailand TESOL, KOTESOL's partner and host of the inaugural Pan Asian Conference held in Bangkok six years ago, has won the coveted 2002 "Worldaware Award for Effective Transfer of English-language skills and knowledge which contributes to Sustainable Development." This award is sponsored by the British Council to encourage businesses with long-term economic, social and environmental sustainability in their communities. In 2001, the award was presented to EuroCenter in Romania.

To gain recognition for her hard-working volunteer language organization, Suchada Nimmannit, the current president, submitted a proposal entitled: "Thailand TESOL's 22 Years of Service to English Language Education." She listed the many changes that have been successfully introduced by members of her association who are local leaders in the English language teaching profession. Her team of officers also proposed an innovative project entitled "e-groups for professional development" for review by a panel commissioned by the Worldaware judges to shortlist a number of entries. Details of the award can be viewed at www.worldaware.org.uk

ThaiTESOL has been developing competency among its member teachers who are interested in researching how students use the internet. Kasamaporn Maneekhao, a lecturer at the School of Liberal Arts in King Mongkut's University of Technology located in Thonburi, Thailand, recently wrote a 9-page article in the ThaiTESOL Bulletin explaining how a number of Thai teachers are now revising their teaching approach to include task-based and content-based learning, but project-based learning is a topic that is just taking root. Project-based

learning entails encouraging students to publish their projects on the Internet. Students enrolled in courses that teach this skill spend an entire semester completing the single large-scale task. Kasamaporn reports that some students complain about the amount of time outside of class the course eats up. Course instructors also complained about being tired and spending a lot of time in consultation with student teams. Most of the teachers and students, however, reported they were very satisfied with this new idea.

ThaiTESOL has also been encouraging its membership to think about the theme of professional development and how to make changes for the better. They invited Kathleen Bailey, past-president of TESOL, to address over 1,000 attendees of the 22nd Annual ThaiTESOL International Conference held in Chiang Mai in January 2002. She shared the results of a survey investigating the kinds of professional development that Thai teachers are currently engaged in and confirmed that these teachers are able to make positive changes in their own work. She noted that the common problems facing professionals in the service industry (teaching English) include our depersonalized working environment, reduced sense of personal accomplishment, and emotional exhaustion. Her paper detailing these three obstacles was also published in the August 2002 issue of ThaiTESOL Bulletin. Also included in that issue is a paper by a team of four teachers from Japan who focus on "sustained content in the language classroom." This notion of sustained content fits quite well with what the teachers in Thailand are trying to introduce.

Quite likely the strategic effect of focusing its membership on professional development and providing creative ideas of how to change in a sustainable manner, led to ThaiTESOL's success in applying for the Worldaware award. As the proposal from ThaiTESOL for developing more e-groups among professionals as a means of promoting sustainable development went through the final stages

of vetting, excitement grew among all their association's officers. Some told their president that just getting into the finals "was good enough!" When the Worldaware panel informed them that they had been short-listed, the officers were ecstatic. They informed all their membership of the news. The impressive list of judges includes: Lord Cairns, Chairman, CDC Capital Partners; Peter Berry, Crown Agents; Andrew Fraser, President of Worldaware; David Green, Director General, The British Council; Dr. De Anne Julius, Formerly Bank of England; Sir Peter Marshall, Chairman, Joint Commonwealth Societies Council; Sir John Morgan, Chairman, East European Development Fund Ltd.; Sir Mark Moody-Stuart, Former Chairman of Shell; Rosemary Righter, Associate Editor, The Times; Andrew Rogerson, The World Bank; and Graham Young, Founder of Traidcraft Exchange.

Perhaps one of the reasons why ThaiTESOL leaders are successful in carrying out their many projects is their ability to share a clear mission statement with their members and to set clear goals for their officers. For example, the aim of this year's conference, appropriately titled, "ELT 2003: Culture, Content, Competency," is "to provide ELT professionals a forum to promote approaches and methods that enhance learners' communication skills, to devise strategies and schemes which relate to EFL culture as well as to examine ways of using English to access information and acquire knowledge while developing cultural sensitivity and appreciation." Incoming president Manapeen is starting the year off right with a membership in an upbeat mood and a new project. Representatives have been invited to a gala presentation ceremony in London early in 2003 to receive their hard-won recognition for promoting activities that lead to sustainable growth. Congratulations ThaiTESOL!

Pan Asia welcomes 800-word articles about teaching English anywhere in Asia. Send proposals or manuscripts to the editor, David McMurray, by email: mcmurray@fka.att.ne.jp

Etymological Excavation: Tools of the Trade

Word-crazed in university years, I was wont to grab Webster's dictionary midnight and quell etymological cravings. Pity my hapless roommate, intent on a sound sleep. Had I – then – only armed myself with a few tools for etymological excavation! Now, the least I can do is arm other would-be word sleuths in hopes they maintain both sanity and friends.

Detective work begins with macro-level examination of the entire English corpus, whose lexicon stems from three main sources. Most everyday monosyllabics and compounds are Germanic in provenance. Increase the odds for closed word classes, such as pronouns, articles, conjunctions, or prepositions. Polysyllabic technical terms, however, usually issue from Latin or Greek, and weird-looking words from other less common tongues.

At the micro-level, orthography and pronunciation of individual “corpses” or “bodies” offer derivational clues. Notably, digraphs “ps”, “pn”, and “ph” often have Greek pedigrees, those with

“wr”, “gh”, “gn”, and “kn” Germanic. Word initial “sk-”, however, often signals Scandinavian ancestry (cf. “skirt” and native “shirt”). Finally, soft consonant, word- (or syllable-) initial “g” or “c” plus “e”, “i”, or “y” generally proceed from Latin, perhaps via an intermediary, and “ch”, pronounced /k/, from Greek.

A third tip is to “tail” morphemes, as they are rather mafia-like, i.e., loyal to their linguistic families. Knowing, then, that prefixes “con-”, “ex-”, and “pre-” come from Latin, you might conclude “-clude” also does [Beware: “hybrids” are exceptional, but several shady insiders, including Indo-European (IE) “*in-”, double up with Romance and Germanic roots]. Learning common morphemes’ meanings, or better yet another language, is, en passant, also beneficial.

A penultimate point: track verbal varieties intra- or inter-linguistically by playing with variable vowels or more constant consonants. One vocal gang has “moon”, “Monday”, “month”, and “menses” among its loony members. Another family

Word Whys

by
Terri-Jo
Everest

comes from IE “*ped-”: “pedal”, “podiatrist”, “pajamas”, “feet”, “fit”, and “fetch”. Fortunately, linguistic leaps are less footloose with (word-initial) consonants. In the “p/f” parallel above, original IE /p/ remains in classical languages (and loanwords), but becomes /f/ in Germanic ones. This systematic sound change, along with other similar ones, bears the lofty title “Great Consonant Shift”.

Last, surrender to the pleasure of semi-serendipitous finds. Perhaps the only arms needed are those piloting a mouse or propping up wordy tomes. Why not be an armchair etymaholic?

Note: The wor(l)d-crazed author is outward bound on a bicycle, but welcomes correspondence: <teverest@hotmail.com>. She also warmly welcomes incoming word wizard, David Shaffer.

Seven for Sanity

Soon seven years will have passed since I woke up in Korea for the first time and mused upon the inappropriateness of the epithet “Land of the Morning Calm”. While the sites below may not be directly related to the TESOL profession, this column is dedicated to websites that have helped me to maintain my sanity while in Korea. As an added bonus, these sites may be an excellent source of content for advanced classes.

Since Star World disappeared from the local cable network's offerings, I go online for entertainment. A dose of comedy helps me to keep my head on straight, and for that I type <http://www.thedailyshow.com> into my search engine. To download some, umm, let's call them ‘liberated’ TV programs that I've missed the last seven seasons of I turn to <http://www.kazaa.com>. This P2P file-share program digs up great shows, funny commercials, resumes, and other miscellaneous content that you might want to introduce into your classroom.

Being a newshound there are three sites I turn to regularly. The first is, of course, <http://www.cnn.com>. For an alternative American perspective on current events, <http://www.motherjones.com> strives to earn their epithets ‘Hellraiser’ and ‘Muckraker’. As a Canadian, I regularly turn to <http://www.theglobeandmail.com> to repatriate myself with Canada via Toronto's national newspaper.

For articles that may be of great interest to both you and your students visit <http://www.zooba.com> and choose the subjects that interest you and your students. The articles that start showing up in your mailbox will be written well, if a bit mechanically, and have the added virtue of being short enough to introduce to your students. I've stashed away thousands of these in a folder and dig into them for examples of biographies, descriptions of inventions, scientific processes, details of historical events and so on when teaching my writing classes.

Web Wheres

by
Trevor Gulliver

Finally, although humor seldom translates a good source of comic strips online is <http://www.comics.com/>. I didn't even have to use a search engine to come up with that one.

Now for something completely different. A few issues ago, half in jest, I referred to this column as “the column for people who do not know how to use search engines”. If you are a researcher of any stripe, including a TESOL researcher, and you want to find websites and articles related to your area of study visit: <http://www.scirus.com/>. This search engine is the best source for academic articles. Don't be put off by their claim to be the best source for ‘scientific’ articles. Linguistics and his young cousins qualify.

continued from page 7

became a part of lessons through non-threatening, face-saving role-play. In my experience, using role-play to address politeness strategies helps students understand what a native English speaker feels and why, in a particular situation. Students are grateful for the culture-based information embedded in the words, which is often totally different from the meaning associated with the direct Korean translation.

In my first couple of years of teaching, I failed to address these situations. Over time, however, it became obvious that the students simply did not have access to the culture-based connotations and that it was my responsibility to provide it explicitly. Speaking about it in abstract terms made it inaccessible to most students, so that is where role-play fell into place. Regardless of English proficiency, students immediately understood the dramatic presentations. Writing appropriate English alternatives on the board and modeling intonation was all that was needed for students to "get it."

In addition to teachable classroom situations, some EFL resources are more conducive to advancing cultural understanding than others. Most textbooks do not place English within the Korean context, the Hyun and Finch (2000) series being a notable exception. I suspect it is not mere coincidence that these culturally sensitive resources have come from an intercultural collaborative effort. Another common recommendation in the literature for bringing culture into the classroom is the use of authentic materials such as movies. At this time in Korea, however, there are few ready-made educational resources that exploit the cultural potential of movies. Showing movies in class without discussion may serve only to reinforce cultural stereotypes, whereas analyzing TV shows and segments of movies from a cultural perspective can be enriching. To avoid the

pitfalls of overgeneralization and stereotyping, Guest (2002) suggests that teachers use texts and activities that focus on individuals and character types rather than cultures at large. Interesting is the possibility that addressing cultural differences might paradoxically be the road to discovering commonalities of the human variety, such as personality traits, emotions, hopes, past experiences, and the need to be understood. This is not to deny the existence of cultural differences. Rather, it may be that acknowledging and accepting cultural differences is one leg of the journey toward understanding our common humanness.

Finally, Tseng (2002)'s conception of culture as a process in learning is a meaningful one for me. At this stage, I am realizing that cultural understanding is not about defining categorical boxes to place people in. First, it is about addressing my own preconceptions and biases toward individuals in other cultures. Secondly, it is about identifying cultural cues that students need access to, in order to communicate appropriately in English. Finally, it is about moving away from the binary logic that predisposes me to thinking in terms of "we" and "they," towards an "us" orientation.

The Author

A native of Renfrew, Ontario, Sheila has taught in Canada, the United States and South Korea. She has a strong interest in Korean language and culture and is now in her first year of doctoral study in Education at the University of Windsor, Canada. Email: windle1@uwindsor.ca

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Opportunities for publishing abound. Consider:
**Korea TESOL Journal, the PAC Journal,
 KOTESOL Proceedings, and The English Connection!**

Now our spotlight on members shines on Heebon Park-Finch. Born in Daegu, she says she benefitted from a warm and supporting family, and a city which provided a sound education and opportunities for personal growth. Heebon was just recently offered a position on the "2003 Gyeongju World Culture Expo" Organizing Committee as International Coordinator and Official Interpreter.



Previously Heebon worked for the 1998 Kyongju World Culture Expo Organizing Committee (1997 to 1999), organizing "World Folk Performances" and "National Day" ceremonies. At the same time she was a scriptwriter for Daegu MBC English TV program (1997).

Heebon explained that following this "Various translation and MC assignments for international symposiums resulted in being offered the post of "Social Secretary to the Ambassador" in the Embassy of Pakistan, and I moved to Seoul where I was able to further my interest in culture and diplomacy – an interest that had grown with my involvement in the Kyongju World Culture EXPO."

"During my career I have been an English instructor at various times for various institutions, including LG Electronics, Kyongsangbuk-Do Provincial Government, Daegu Polytechnic College, Yeungjin Junior College, ChungAng University and several Teacher-Training Institutes."

In 2001, Heebon moved to Hong Kong for six months with her husband, where she worked as a Research Associate at Hong Kong Polytechnic University.

Heebon has a BA in English-Education (1993) and a MA in English Literature

(2001), both from Kyungpook National University in Daegu. She attended the English Language Program at the University of Pennsylvania in the USA (1997), and completed one year of study at Graduate School of International Studies at KNU (1999). Currently, she is working on Ph.D. coursework in English Literature (focusing on Modern British and American Drama), also at KNU.

Becoming active in KOTESOL in 1995 Heebon has held the following positions: Daegu Chapter Secretary (1995-1997), Special Events Coordinator (1997 International Conference), National Treasurer (1999-January 2001), Daegu Chapter Vice-President (2002-present). She also includes that she has attended ThaiTESOL (2001 & 2002) and JALT (2001) Conferences (with husband Andrew, of course!).

About her teaching philosophy and style, this is how Heebon answers: "I have been interested in the pursuit of knowledge and truth, and my aim therefore is to develop this approach to life and share it with others through everything I do. In terms of teaching this means motivating and encouraging students by my own positive example, doing my best in everything. To students, I hope to inspire confidence, and a creative and positive way of dealing with the various problems that are a part of everyone's life."

"A good life is one inspired by love and guided by knowledge."

"This philosophy partly comes from my own secondary education. I was always elected as class chairperson from elementary school through high school, a position that I valued for the opportunities and learning experiences it offered in terms of being a responsible leader while also helping and motivating classmates."

As to hobbies and extra-curricular activities, Heebon says that she and her husband are both great music lovers. She loves jazz and film adaptations of literary works. They have wonderful collections of classic movies and CDs, and their evenings are spent with them. On weekends they like driving and traveling.

Heebon's favorite travels have been several visits to European countries, and she had unforgettable literary tours around England and Wales in 2002, visiting Shakespeare's Stratford-upon-Avon, the hometowns of Charles Dickens, Thomas Hardy, Jane Austen, Rudyard Kipling, and Dylan Thomas.

Heebon's long term plan after finishing the Ph.D., is to do some post-doctorate studies either in England or the United

Membership Spotlight

by
Jerry Foley

States. Her future dream is teaching English literature to Korean university students, helping them understand life, enjoy literature and culture, and eventually be able to prepare for their future with more confidence and maturity. Her short-term goal is visiting Australia next year.

"Concepts of trust and responsibility have been central to my life. In all these things I have come to understand the importance of respecting others, and most importantly, Andrew has always been my inspiration."

Having married and moved back to Korea, this awareness has been heightened and has helped me further to appreciate the beauty of literature and different cultures."

"Finally, my personal motto is something that I came across when tutoring students in college. This phrase has stayed with me since then and sums up my approach to life:

"A good life is one inspired by love and guided by knowledge."

Ed- Heebon's husband Andrew Finch was featured in this column the summer of 2000.

GANGWON

by *Ryan Cassidy*

The chapter's first year is quickly drawing to a close. The last meeting of the school year was held on December 7th at Gangneung University. We had a nice turnout despite some rather challenging weather conditions. We trust that everyone made it home safely.

What's Up in KOTESOL

edited by Michael Duffy

The year 2002 was a promising start for Gangwon Chapter. With the first meeting in May, and each subsequent meeting, we have been encouraged by the interest and enthusiasm of the attendees. Despite Gangwon's members being dispersed over a large geographical area, people have made the effort to attend meetings, and thereby get in touch with other like-minded teachers of English. We can look forward to next year to build on the foundations that have been laid, and to develop some of the ideas that have been put forward. Our thanks go to everyone who has helped make this a successful first year.

We can now look forward to the winter recess. For those fortunate enough to have a vacation, enjoy yourselves. And for those who will be working, our thoughts will be with you. To everyone, have a happy holiday season we look forward to seeing you at the first meeting of 2003, to be held on March 8th at Hallym University, Chuncheon.

JEOLLA

by *Allison Bill*

Are you dreaming of the turkey you had on Christmas, or the Tater Tot casserole and scrumptious pasta salad we enjoyed at our annual Christmas party? If you weren't able to join us this year, keep an eye out for an e-mail reminder next year.

Speaking of e-mail, we have a lot of out-of-date e-mail addresses in our address book. If you live in Jeolla province and do not receive monthly e-mail updates, please let us know at cholla_kotesol@yahoo.com.

We had two great speakers at our December meeting. Tory Thorkelson spoke to us about the difference between a game and an activity, and then Nicki Janczak taught us a new activity to use with our students.

We are now on our winter break, but will be starting up again in March, with a meeting in Jeonju (date TBA). Check out the Jeolla Chapter section of the KOTESOL website for forthcoming details.

Finally, here is a heads-up to all KOTESOL members. The Jeolla KOTESOL Regional Conference is coming up in April, again in Gwangju. If you are interested in presenting or attending, you can find more details on the website.

SEOUL

by *Tory Thorkelson*

November saw the beginning of a new era at Seoul Chapter. With the transfer of leadership from Dr. Myung-Jai Kang and Kevin Landry to Dr. Kyung-Seok Yeum and Roger Fusselman, we returned to the format of two presenters at our monthly meetings.

On November 16th, Roger spoke on "Cognitive Teaching Techniques." He focused on epistemology, the branch of philosophy that analyzes how thinking identifies reality, and showed its application in classroom techniques and cognitive activities. He was followed by Melanie Proctor, who spoke on "Service Learning" in Korea. Melanie described how students interacting with the community beyond the classroom, through charity or volunteer work, can broaden their experiences and educational opportunities.

Dr. Yeum and the executive are seeking to improve the membership and appeal of Seoul Chapter for both Korean and foreign teachers at all levels. As part of this effort, they will contact organizations like KTT,

KATE and ALAK, to bring in speakers from diverse backgrounds to address a wide range of topics. Also, members of the executive attended the leadership retreat on December 14th and 15th in Daejeon, to discuss these and related issues affecting both the chapter and the national organization.

SUWON-GYEONGGI

by *Gyehyeong Yu*

On December 7th, no less than 57 people attended our meeting held at the newly built Complex Lecture Hall at Suwon University, and we spent a very rewarding time listening to two presentations by our speaker, Kelly Kim from Longman. Her first talk was about how to use dictionaries in class. After trying out some activities, participants agreed that vocabulary should best be learned in context, and in sentences. Next, we heard about how to apply grammar in a fun and efficient way. Kelly had prepared lots of materials, and through games and activities with partners, the participants were able to learn some new techniques and methods. In the broken sentence game, for example, students must concentrate on pronunciation and listening for grammar. We were also introduced to deductive and inductive ways to teach grammar. The method can be varied according to the students' level, and of course, each method has its own advantages and disadvantages. Through trying out the various activities, we were able to make up our minds what methods most suited us. This meeting is the last one of 2002. We will meet next on April 5th, again at our new venue.

CHEONGJU

by *Jim McMillan*

Our regular monthly meeting in November included a "swap shop" because our featured speaker was quite suddenly stricken by the flu bug. Members and other attendees presented and discussed teaching activities that they have found to be successful here in Korea. The openness of the topic provides everyone with an opportunity to participate actively

and leave the meeting with some useful ideas for the future.

At this meeting, the chapter also chose its executive for the coming year. Paul Hwang was acclaimed and will return as President. Nicole Hyeran Kim will be our new Vice-President as well as retaining her post as Treasurer. Miri Choi and Jim McMillan will continue their positions as Membership Coordinator and Secretary respectively.

Unfortunately, the chapter must say goodbye to Larry Hoffarth. He has decided it is time to pull up stakes and seek his fame and fortune back home in Canada. Larry was an active chapter member for several years and the past year served as Vice-President, Chapter Webmaster and National Webmaster. All of us who worked with him, both locally and nationally, will remember Larry not only as a very amicable and helpful colleague but also as an individual who brought a high level of professionalism to all aspects of his KOTESOL functions. We wish him all the best!!

In lieu of a December meeting, the chapter will hold a Christmas party on the 21st of the month. Regular monthly meetings will resume on the last Saturday of March. Our featured speaker will be Tammy Fisher-Heldenbrand from the Jeolla Chapter, and she will discuss teacher motivation. As usual, the meeting will begin at 2:00 p.m. in Room 312 in the Humanities Building of Cheongju University. Hope to see you there!

DAEGU-GYEONGBUK

by Julie Stockton

Our meetings are exciting because we have such a diverse group. Professors, English teachers, researchers, university students, and business people all attend. We also have a healthy mix of foreigners and Koreans, so it's always inter-cultural. There are many opportunities for cross-cultural and professional collaboration.

At our November meeting, Jake Kimball spoke about using storytelling and narratives in different ways. He suggested that students "interact" with the story: roar, stand up, hold up an object, etc. He also explained different styles of thought

patterns in narratives and discussed cultural differences in storytelling and narratives. We looked at the organization of stories and "different styles of written and spoken discourse." Mr. Kimball shared an especially nice narrative activity and a rubric for assessing narratives. It was fascinating and practical!

Josef Kerwin spoke about humor in the classroom at our December meeting. Humor makes learning more enjoyable and helps everyone to relax, which is especially helpful in second language acquisition. We talked about the appropriate and inappropriate use of humor in the classroom and cultural perspectives on humor. It seems that sarcastic humor may not be well received by Korean students, whereas, a great way to make English more accessible for EFL learners is using funny stories and videos, or acting out something in a funny way. After all, laughter is the best medicine.

We hope to see you at our next meeting on January 4th. In the meantime, we hope you have a nice holiday season.

YOUNG LEARNERS SIG

by Jake Kimball

Welcome to all new members of the Young Learner Special Interest Group. With your support and participation we will continue to grow in many ways. We are looking forward to 2003 as one with great potential for those involved in the YL scene. For those of you who have not joined this group, consider this your personal invitation — it is never too late to get involved! The first event worth mentioning is a Busan-Gyeongnam Chapter sponsored symposium slated for March or April. The tentative theme is 'Focus on the Learner.' Although the event is not specifically for YL teachers, there will be YL based presentations of interest. Look for a full-blown YL Symposium later in the fall.

Because growth and participation are our number one goal this year, we would like to request the help of one YL specialist/enthusiast in each chapter to act as a liaison with the YL SIG. The job is not

difficult. All that is necessary is promoting YL issues in your area by advertising the YL SIG and creating a network of YL teachers, administrators, and curriculum developers in your chapter. If you are interested, please contact us for further information. Happy New Year, and best wishes for a productive and peaceful Year of the Ram.

TEACHER EDUCATION & DEVELOPMENT SIG

by Kevin Laurence Landry

The group has really taken off with 85 members listed on the yahoo site. Some topics discussed or at least brought up and posted online included:

1. Role of a SIG facilitator: starts the discussion (and then gets out of the way if it's going well, without losing the right to speak one's own mind).
2. Student standards: I'm not sure "standards" for learning outcomes is a direction I'd want to explore, though standards in teaching practice would be.
3. Culture in EFL: whenever this topic comes up, I always find myself in the minority. I just don't think culture needs to be taught in EFL situations.
4. A fascinating online learning site: <http://www.fathom.com/> All types and formats of online courses from free lectures to short courses to degree programs.
5. A questionnaire by Diane Brochu, who is in the midst of data collection on the teaching styles of NESTs in Korea.
6. Research on pre-service English teacher training programs in Korea. How did you prepare for teaching during your University years? What were your University classes like? What do you feel was a strength and a weakness of the current program?

Posters on our site included Jake Kimball, Robert Dickey, Kevin Parent, the elusive tanantan, Kirsten Reitan's requestee Kevin Landry, and Shannon Tanghe-Yoo.

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Calendar

compiled by
Louie L. Dragut

CONFERENCES

- Feb 15 '03** "English for Special Purposes vs. General Purpose English in the EFL Context" Korea Association of Teachers of English (KATE) Annual Winter Conference. Yonsei University, Seoul. (Contact) Prof. Jai Hee (Email) jhlee55@inue.ac.kr (Phone) 032-540-1334 (Web) <http://www.kate.or.kr/>
- Mar 12-14 '03** "English Language Teaching in the IT Age" TESOL Arabia International Conference, Rotana, Dubai, United Arab Emirates. Contact: Kathy Bird (Email) Kathy.Bird@zu.ac.ae (Fax) +971-4-264-8681 (Web) <http://www.tesolarabia.org>
- Mar 25-29 '03** Teachers of English to Speakers of Other Languages, Inc. (TESOL). Annual conference, Salt Lake City, Utah. Contact: (Tel) +1-703-836-0774 (Fax) +1-703-836-7864 (Email) conventions@tesol.org (Web) <http://www.tesol.org>
- Apr 9-11 '03** "Research in ELT" An International Conference, Bangkok, Thailand. Plenary Speakers: Michael Hooey, Nina Spada, Julian Edge, Anne Burns, Martha Clark Cummings, Samang Hirunburana. Contact: Richard Watson Todd (Email) irictodd@kmutt.ac.th (Web) http://arts.kmutt.ac.th/research_in_elt
- April 23-26 '03** IATEFL Conference. Plenary sessions by David Crystal, Kathleen Bailey, Philida Schellekens, Ron Carter & Mike McCarthy. Brighton, England. (Web) <http://www.iatefl.org>
- May 10 '03** "Bridges to the Future: Integrating EFL Skills Pan-Korea English Teaching Association (KETA, formerly YETA) Spring Conference. Changwon University (in Gyeongnam Province). For more info, (Web) <http://www.yetahome.com>
- May 14-16 '03** "IT Culture and Language Education" Asia CALL International Conference, Bangkok, Thailand. Contact Larry Chong (Email) chongld@gyeongju.ac.kr (Web) <http://www.asiacall.org>
- May 17-18 '03** 20th International Conference on English Teaching and Learning, Shalu, Taiwan. Contact: Yu-Fang Chang (Email) yfchang2@pu.edu.tw (Web) <http://www.pu.edu.tw/~eng>
- Jun 6-7 '03** "Computer-Enhanced Language Learning: secondary & tertiary environments, processes and products" Third international IT & Multimedia in English Language Teaching (ITMELT 2003), Hong Kong. Contact: Bruce Morrison (Email) itmelt2003@elc.polyu.edu.hk (Fax) +852-2766 7576 (Web) <http://elc.polyu.edu.hk/conference>
- Jun 24-26 '03** International Conference on Fostering Partnership in Language Teaching and Learning, Hong Kong. Contact: (Email) lcconf03@ust.hk (Web) <http://lc.ust.hk/~centre/conf2003>
- Jun 25-26 '03** "2003 KASELL International Conference" The Korean Association for the Study of English Language and Linguistics, Seoul, Korea. Contact: Prof. Hyun Sook Kim (Tel/Fax) 82-(0)2-461-9827 (Web) <http://society.kordic.re.kr/~kasell>
- Jun 26-28 '03** "English Language Policy and Curriculum" KATE International Conference. Daejeon. For more info, (Web) <http://www.kate.or.kr>
- Jul 5-7 '03** 5th Annual Conference of the Japanese Society for Language Sciences, Kobe, Japan. Contact: Takashi Torigoe (Email) torigoe@edu.hyogo-u.ac.jp (Web) <http://cow.lang.nagoya-u.ac.jp/jsls/2003/index-e.html>
- Jul 10-12 '03** "Babble, Babel & Beyond" AFMLTA 2003, Brisbane, Australia. Contact: (Email) conference2003@afmlta.asn.au (Web) <http://www.afmlta.asn.au>
- Jul 18-19 '03** "Foreign Language Policy in Asia" KAFLE Summer Conference. Seoul National University. For more info, (Web) <http://www.kafle.org>
- Aug 6-8 '03** Second International Conference on Speech, Writing and Context, Osaka, Japan. Contact: Hiromi Murakami, Kansai Gaidai University, 16-1 Nakamiyahigashino-cho, Osaka 537-1001, Japan. (Email) hiromim@kansaigaidai.ac.jp (Web) <http://www.kansaigaidai.ac.jp/teachers/toyota/ICSWC2.htm>
- Aug 21-24 '03** Generative Linguistics in the Old World (GLOW) in Asia, Seoul, Korea. Contact: (Web) <http://glow.uvt.nl/conf.htm>
- Sept 20 '03** "Making the Transition: Moving from the Classroom to the Real World" KETA Fall International Conference. Featuring Dr. Stephen Krashen. Dongseo University, Busan. For more info, (Web) <http://www.yetahome.com>
- Oct 18-19 '03** "Gateways to Growth: Exploring ELT Resources" The 11th Korea TESOL International Conference. Seoul. For more info, see the Call for Papers in this issue, or visit the KOTESOL website at <http://www.kotesol.org>
- November 7-9 '03** "Curriculum Reform in ELT" English Teachers' Association of the Republic of China's Twelfth International Symposium and Book Fair on English Teaching. Taipei, Taiwan. Main Topic Areas: Primary School English and the Nine-year Curriculum, Classroom Methods and Practices, Teacher Training, Literature, Materials, Multimedia, and Technology, English for Specific Purposes, Bilingual Education, Multicultural Education, Communicative English Teaching. Contact Professor Leung, Yiu-nam, (Email) etaroc2002@yahoo.com.tw, (Web) <http://www.eta.org.tw>
- Nov 21-23 '03** "Keeping Current in Language Education" JALT 29th National Conference. Shizuoka, Japan. Information: <http://www.jalt.org>
- Dec 17-19 '03** "ELT in a Globalized World: Innovations and Applications" Chulalongkorn University. Bangkok, Thailand. Contact: Kanwipa Ridhiprasart (Email) kanwipa.r@chula.ac.th (Web) <http://www.culi.chula.ac.th/culiright.html>
- Jun 24-27 '04** PAC5, Vladivostok. Contact: Stephen Ryan (Email) ryanyama@hcc5.bai.ne.jp

For a comprehensive list of upcoming conferences and events please look at the TESOL Affiliates' Conference Calendar Website at <http://www.tesol.org/isaffil/calendar/index.html>.

CALLS FOR PAPERS

Deadline Unknown May 10 '03 "Bridges to the Future: Integrating EFL Skills" Pan-Korea English Teaching Association (KETA, formerly YETA) Spring Conference. Changwon University (in Gyeongnam Province). For more info, (Web) <http://www.yetahome.com>, contact Maeran Park (Email) mppark@pknu.ac.kr, (O) 051-620-6687.

The ENGLISH
CONNECTION

... needs proofreaders, layout artists, writers, EFL cowboys, and language teaching professionals. If you want to participate in production or just provide valuable feedback, contact us at kotesol@chollian.net

Deadline Unknown Sept 20 '03 "Making the Transition: Moving from the Classroom to the Real World" KETA Fall International Conference. Featuring Dr. Stephen Krashen. Dongseo University, Busan. For more info, (Web) <http://www.yetahome.com>, contact Maeran Park (Email) mrpark@pknu.ac.kr. (O) 051-620-6687.

Feb 28, '03 November 7-9 '03 "Curriculum Reform in ELT" English Teachers' Association of the Republic of China's Twelfth International Symposium and Book Fair on English Teaching. Taipei, Taiwan. Main Topic Areas: Primary School English and the Nine-year Curriculum, Classroom Methods and Practices, Teacher Training, Literature, Materials, Multimedia, and Technology, En-

glish for Specific Purposes, Bilingual Education, Multicultural Education, Communicative English Teaching. Contact Professor Leung, Yiu-nam, (Email) etaroc2002@yahoo.com.tw, (Web) <http://www.eta.org.tw>

Feb 28 '03 Nov 21-23 '03 "Keeping Current in Language Education" JALT 29th National Conference. Shizuoka, Japan. Information: <<http://www.jalt.org>>

Mar 10 '03 May 14-16 '03 Asia CALL 2003. Bangkok, Thailand. Contact Larry Chong (Email) chongld@gyeongju.ac.kr (Web) <<http://www.asiacall.org>>

May 31 '03 Dec 17-19 '03 "ELT in a Globalized World: Innovations and Applications" Chulalongkorn University.

Bangkok, Thailand. Contact: Kanwipa Ridhiprasart (Email) kanwipa.r@chula.ac.th (Web) <http://www.culi.chula.ac.th/culiright.html>

SUBMISSIONS

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: Louie Dragut, Kyung Hee University, Institute of International Education, 1 Hoegi-dong, Dongdaejmun-gu, 130-701 (Email) <louiedragut@khu.ac.kr>, (Tel) +82-(0)2-961-0786.

Have a "Special Interest" in English Teaching? Special Interest Groups (SIGs) allow you to focus on your particular interest area with concerned others. Haven't found the SIG you need? Start a SIG. We can help you find others.

Contact Paul Mead for more info (see page 24).

This section redacted

KOTESOL Ambassadors

A new service-oriented group is forming this year. This group of non-elected volunteers will work to encourage membership growth by introducing KOTESOL to those attending various gatherings of English teachers.

What are KOTESOL Ambassadors?

KOTESOL Ambassadors are volunteer KOTESOL members that are well informed and helpful to other attendees of KOTESOL events or activities where KOTESOL is represented. They are people who can represent KOTESOL in a favorable light

What will a KOTESOL Ambassador do?

KOTESOL Ambassadors (KAs) are the face of KOTESOL. Their "big day" will be at the National Conference where they assist attendees. They also will appear at other events, promoting our organization without denigrating the role of other groups.

Every chapter will be asked for four volunteers to work as a KA, two Korean members and two native speakers. Duties and events could be rotated so no one is doing all the work for their chapter.

What are the responsibilities of a KOTESOL Ambassador?

For the National Conference:

Their responsibility will be to arrive an hour early on the morning of the conference and familiarize themselves with the conference site and schedule.

KAs need to know everything from where the toilets are to the location of the main auditorium. KAs attend seminars and participate in the conference as well. Their presence is the message.

During the lunch break an area in the cafeteria will be set aside for new members and KAs to eat and meet other members. KAs will share information about their local chapters. Here KAs make new members more welcome at the local chapter meetings.

The thrust of the program is to provide directions and insights into KOTESOL membership. After guests register, they may visit the KA table for any questions they might have; however,

the main purpose of this table is so new members can meet someone from their chapter. New members will be given information about their local chapter, and the information will include a map to the local site, meeting times and dates, special events information such as regional conferences, drama festivals, SIG information and how to become active in their local chapter. A list of officers and at least one contact for the meeting will also be provided in the local chapter information

At other events:

KAs will attend other events based on invitations from those groups. There will typically be a small display table for KOTESOL brochures, where KAs can answer questions. Furthermore, KAs may have the opportunity to approach various individuals concerning their potential involvement in KOTESOL.

What are the qualifications of a KOTESOL ambassador?

A KA should have excellent communication skills. They should be outgoing, friendly, helpful, and able to handle stress under fire.

A KA should be actively involved in their local chapter. They should be customer service-oriented, and able to not take criticism personally.

They should be committed to one year of service.

They should be willing to represent KOTESOL outside of the regular meetings, wherever there is a high number of non-KOTESOL members represented.

The KA should present a professional appearance.

A KA should be well-informed about KOTESOL. If they are actively involved in their local chapter, this should not be a problem.

For More Information

If you are interested in working in this minimal-commitment position, please contact Tammy V. Fisher-Heldenbrand at (Email) <tvmicah@yahoo.com> or by telephone at 063-225-2378.

Professional growth is both a duty and an opportunity.

Who else will be the Mentors and Advisors for future novice teachers, if not us?

Professional growth is a focus of KOTESOL --

- * Chapter Meetings *
- * Conferences *
- * KTT Events *
- * SIGs *
- * Publishing in *Korea TESOL Journal / KOTESOL Proceedings / The English Connection* *

Are you working towards your next professional step up?

PAC4 Conference Report

by Douglas Margolis

June 24-27, 2004, is fixed in my calendar for the PAC5 conference in Vladivostok, Russia. Organizing for PAC5, hosted by the Far Eastern English Language Teachers' Association (FEELTA), is steaming full speed ahead on the energy and inspiration burgeoning from the PAC4 conference in Taipei, Taiwan, last November.

At PAC4, hosted by the English Teachers Association of the Republic of China (ETA-ROC), over 2700 teachers and ELT professionals from throughout the world gathered, including renowned authors H. Douglas Brown, Neil Anderson, Stephen Krashen, and Carolyn Graham, to name a few. In fact, David Kim, the KOTESOL National Conference Co-chair, who also trekked to Taiwan for the event, dutifully lassoed a few dignitaries into this year's KOTESOL international conference in Seoul.

A Smorgasbord of Presentations

The conference packed 500 or so presentations into the three day affair, offering attendees a smorgasbord of topics in the field. For me, the opportunity to hear H. Douglas Brown after trying to teach by his principles for the last seven years was like getting to meet a superhero in the flesh. Brown's plenary lecture raised the question: "Can you be politically correct and pedagogically critical in your classroom?" He advocated a place for critical thinking skills in ELT. He offered a number of language learning activities that focus student attention on global concerns, human rights, and social justice issues.

Brown's plenary talk resonated with other presentations at the conference. Richard Day, from the University of Hawaii, for example, also addressed the issue of critical thinking. He suggested that TEFL teachers should (1) help students differentiate between fact and opinion, (2) guide students to examine the assumptions behind various positions,

including the teacher's assumptions, and (3) encourage students to be flexible and open-minded as they look for causes and solutions to problems.

John McRae, from the University of Nottingham also spoke in a similar vein. He argued that the four traditional macro-skills—reading, writing, listening, and speaking—required a fifth. He didn't call it critical thinking, but his terminology, "processing and thinking skills," suggests a link. His emphasis was not social responsibility, yet he recognized that students need more ability to deal with language issues critically, instead of via simple dichotomies suggested by clear cut rules. He suggested that most language classrooms deal with referential language, where words and utterances correspond with specific referents. In contrast, he believes that communication generally occurs via representational language, where exact referents are unclear and interlocutors must bring imagination and critical thinking to aid comprehension. Hence he argues for the fifth skill—critical thinking—to be added to our traditional four to facilitate student use and interaction with representational language.

Ideas for KOTESOL's Conferences

In addition to presentations, the conference book fair impressed me. Eighty some publishers filled open spaces throughout the complex of buildings, displaying the latest textbooks, software, and teacher education materials. Like other conference goers, I spent a lot of time browsing the new titles, purchasing items, and discussing strengths and weaknesses with their authors and developers. Having the opportunity to catch such a panoramic view of the available materials both inspired and humbled me. Our field is vast and much work is developing it in every direction. I wish KOTESOL would adopt a book fair for our conferences.

Another feature I liked was the awarding of prizes for the best papers submitted to the conference. This practice encouraged

presenters to submit high quality papers prior to the event, ensuring that papers could be published and distributed to all participants, and by providing recognition to the best ones, helped to increase the overall quality of the conference. The practice also helped tip me off to several presentations that I might not otherwise have attended.

Final Details & Call for Papers

The weekend was full of interesting surprises too, like a welcome from the Mayor of Taipei spoken in fluent English, students from the Asian Youth Forum addressing the opening ceremony in their country's traditional attire to thank teachers for their teaching, and an evening jazz party hosted by Oxford University Press with an incredible spread of food, drink, and the powerful singing voice of Carolyn Graham.

On Saturday afternoon, the PAC organizations gathered for an official meeting. In addition to other business, Tom Farrell, the editor of the PAC Journal, put out a call for Action Research papers. The PAC Journal hopes to publish action research reports that directly aid teachers in solving the problems they face in the classroom.

The most important item that came out of the meeting, however, was FEELTA's report about their organizing of PAC5. The PAC5 conference, as mentioned above, is scheduled to be held in Vladivostok June 24-27, 2004. The deadline for submitting presentation proposals is December 1, 2003, so there is plenty of time to prepare. The theme for PAC5 is "Sharing challenges, sharing solutions: Teaching languages in diverse contexts." If PAC4 is any indication of the value of PAC5, serious ELT professionals will not want to miss the opportunity.

Respectfully submitted,

Douglas Margolis
International Graduate School of English
KOTESOL Teacher Training Coordinator

continued from page 21

KTT

by Douglas Margolis

During the winter cold, many KOTESOL Teacher Trainers scurry off to warmer parts of the globe. However, not all is quiet on the KTT front. At last year's international conference, for example, a teacher training needs analysis was planned and nearly implemented, although postponed at the last minute due to schedule conflicts. At present, we're working out a strategy for administering the survey to obtain information about the kinds of training

current teachers in the trenches most desire.

The long-term plan is to use survey results to develop pre-conference workshops at this year's international conference. The idea for the pre-conference workshops comes from our President, Dr. Sangdo Woo, and Conference Chair, Dr. Yangdon Ju, who, together with National Treasurer, Dr. David Shaffer, and the KTT Coordinator held an ad hoc KTT caucus in the midst of the December 7th ALAK (Applied Linguistics Association of Korea) conference to discuss various KTT issues. After the pre-conference workshops are tried and tested, the plan would then be to escort our training team

to hold workshop events in various communities throughout Korea.

A lot of work is ahead of us if we are to transform this plan into fact, so as always, we look forward to volunteers stepping forward. Anyone interested in teacher training, development of teaching materials, and teacher training experience should join our team to get all three and lots more. The new year is an opportunity for a new beginning for KTT. With your energy and ideas KTT can go a long way to helping advance the teaching and learning of English in Korea. If you are interested, send me an email at dpm123@teacher.com or check out our website (www.kotesol.org/kt) for more information.

THE ENGLISH CONNECTION Contributor Guidelines

THE ENGLISH CONNECTION is accepting submissions on matters related to the teaching of English as a second or foreign language. Appropriate topics include, but are not limited to, classroom research, methodology, reports of events in Korea and commentary on issues facing the TESOL profession. See page four for contact information.

THE ENGLISH CONNECTION welcomes any previously unpublished article in the following categories:

Feature articles should be 1,500-2,500 words and should present novel ESL/EFL methodology, materials design, teacher education, classroom practice, or inquiry and research. Feature articles should be lightly referenced and should present material in terms readily accessible to the classroom teacher. Findings presented should be practically applicable to the ESL/EFL classroom. The writer should encourage in the reader self-reflection, professional growth and discussion.

Short Features or Reports should be 500-1500 words and should focus on events of interest to TESOL professionals of a noncommercial nature.

Guest Columns should be limited to 750 words. *THE ENGLISH CONNECTION* publishes columns under the following banners: "Techniques" (submissions should present novel and easily adopted classroom activities or practices with firm theoretical underpinning); "Global Contexts" (submissions should describe language teaching in countries other than Korea), and "Training Notes" (submissions should address one teaching issue and give relevant practical solutions).

Reviews of books and teaching materials should be 300-700 words in length. Submissions should be of recent publications and not previously reviewed in *THE ENGLISH CONNECTION*.

Calendar submissions should be less than 150 words for conferences and calls for papers, less than 50 words for events. Submissions should have wide appeal among ESL/EFL practitioners.

Your submission should follow APA (American Psychological Association) guidelines for source citations and should include a biographical statement of up to 40 words.

Contact information should be included with submissions. Submissions cannot be returned. *THE ENGLISH CONNECTION* retains the right to edit submissions accepted for publication. Submissions will be acknowledged within two weeks of their receipt. Submit to the relevant editors, as listed on page 4.

We welcome alternative suggestions as well. Offers to write/edit ongoing columns/sections are welcomed and will be assessed, in part, on the writing skills and experience of the proponent, and the level of interest to be expected from our readership.

Resume Building...

Isn't that what half of life is about? KOTESOL recognizes that most teachers of English are not as far up the career path as we hope to be, and KOTESOL has opportunities for you to "beef up" that resume.

Publications and presentations are the first issues for many academicians. Both areas are available to you:

Papers are welcomed in KOTESOL's two professional publications: *The English Connection (TEC)* and the *Korea TESOL Journal*. *KOTESOL Conference Proceedings* are available as well, to those who present in the annual International Conference.

Presentation opportunities are too numerous to count. There are Calls for Papers for local and the International Conference, as well as in KTT (KOTESOL Teacher Training) programs. Every Chapter meeting hosts one or two presentations at each monthly meeting. And other presentation opportunities are presented in the Calendar section of *TEC* and in announcements on the email discussion list KOTESOL-L and via direct emailings to members.

Group work more your style? How about working for conference development, or in on-going chapter activities? Look for contact info for any KOTESOL activity in the "Who's Where" section near the back of each issue of *The English Connection*.

Other opportunities are available in Special Interest Groups (SIGs). SIGs are organized around specific areas of interest in ELT. You can discuss research areas, professional development, and other professional topics with fellow KOTESOL members who share similar orientations, or work towards producing special SIG projects. Contact our National 2nd Vice President for more information on SIGs.

Editors and Layout assistants are always welcomed for the various KOTESOL publications. Though hidden from the public eye, future employers are always looking for people who can help in organizational publications.

Have an idea for something you want to do, that KOTESOL isn't already doing? Contact any of the executives listed in "Who's Where" and share your ideas!

KOTESOL is a professional society -- we depend on your professionalism, and we foster professionalism in others. By getting involved, you improve the teaching profession for all of us, and brighten your own professional future as well. We look forward to hearing from you!

Volunteer:

From Publishing to Teacher Development, KOTESOL is where it's happening. Contact the officers and chapter reps listed in the "Who's Where" section for more information.

Who's Where in KOTESOL

NATIONAL OFFICERS & COMMITTEE CHAIRS

- Dr. Woo Sangdo, 1st Vice President** Gongju Nat'l University of Education, 376 Bonghwang-dong, Kongju, Chungnam 314-711 (W)041-850-1741, (WF)041-850-1700, (C)011-436-1749 (Email) <woosd@pro.gjue.ac.kr>, (woosd@hotmail.com)
- Dr. Kang Myung-jae, 1st Vice President** Yeoo Institute of Technology (W)031-880-5316 (C)019-246-1251 (Email) <regina@mail.yeoo.ac.kr>, mj kang5@hotmail.com
- Paul Mead, 2nd Vice President** Dong Ju College, Kwejong-dong, Saha-gu, Pusan 604-715 (C)019-463-0582, (F)051-201-5420, (Email) <mead98410@hotmail.com>
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- Joseph Nicholas, Nominations & Elections Chair** (Email) <josnicholas@yahoo.com>
- Dr. Ju Yangdon, KOTESOL Conference Chair** Hyecheon College (Email) <yjdu@hcc.ac.kr>
- David D.I. Kim, KOTESOL Conference Co-Chair** Konkuk University Dept of English Language & Lit. (O)02-450-3343 (Email) <kdi.kim@utoronto.ca>, <dki@yonsei.ac.kr>
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- John Phillips, Technologies Committee Chair (TechComm)** Fulbright Korea (Cell) 011-9436-4609 (Email) <phillips@komet.net>

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- Jim McMillan, Membership Coordinator** (Email) <mcmillan_jim@hotmail.com>

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- Geum-lim Kim, Treasurer** (Email) <rimi_714@hotmail.com>
- Laurie Malcolmson, Treasurer** (Email) <volvo9349@yahoo.com>
- Lance Kelly, Webmaster** (Email) <bushrngr@hotmail.com>, <bushrngr@komet.net>

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Eun Yung Park, English Beat Editor (Email) <seoulchapter_nl@yahoo.com>
Peter Nelson, Member at large Chungang University (C) 016-211-53969 (Email) <peterprofessor@hotmail.com>

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Gye hyeng Yu, Treasurer Suwon Buk Middle School (Email) <egghead1@kebi.com>
Gerry Lassche, Outreach Coordinator Ajou University Graduate School of Education (TESOL), (W) 031-219-1793 (Email) <glassche@yahoo.ca>
Cheol-Hun Song, Webmaster Choseokpo Elementary School, (W) 031-358-2193, (H) 031-403-3315
Zora Reily, Member-at-large University of Suwon (W) 031-220-2388, (Email) <zoratesol@hotmail.com>

Have you thought about becoming an active leader in KOTESOL? Lots of opportunities are available in chapters, programs, and publications. For more information, Email us at <KOTESOL@chollian.net>.

KOTESOL DEPARTMENTS

Research SIG

David Kim, Facilitator (C) 017-273-6305 (Email) <kdi.kim@utoronto.ca>, <dki@yonsei.ac.kr>, <kotesolresearchsig@yahoo.com>

Teacher Development & Education SIG

Kevin Landry, Facilitator (C) 016-373-1492 (Email) <landry@songsim.cuk.ac.kr>

Global Issues SIG

Robert McKane, Facilitator (O) 031-297-0609 (Email) <rmckane@hotmail.com>

CALL SIG

the CALL SIG is looking for a facilitator. Contact Paul Mead (Cell) 019-463-0582, (Email) <mead98410@hotmail.com>

Young Learners SIG

Jake Kimball, Facilitator (O) 053-782-2330 (Email) <ylsigkr@yahoo.com>

Writing & Editing SIG

Adam Turner, Facilitator (Email) <ifli@hotmail.com>

English for the Deaf

Marilun Plumlee, Facilitator (C) 016-838-9186 (Email) <mariplumling@hotmail.com>

KTT (KOTESOL Teacher Training)

Douglas Margolis, KTT Co-Coordinator International Graduate School of English, 449-11 Sungnae-dong, Gangdong-gu, Seoul, 134-847, (W) 02-6477-5116 (Email) <dpm123@teacher.com>

TechComm

John Phillips, Chairperson, System Administrator (see info under national officers)

Tim Lewis, National Webmaster (Email) <mrtim_lewis@yahoo.com>

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Membership Data Services

Julie Stockton, Data Management Maintenance

Robert Dickey, Data Management Maintenance

Kevin Parent, Data Management Programming

KOTESOL PAST PRESIDENTS

Scott Berlin, 1993-94

Dr. Kim Jeong-ryeol, 1994-95

Dr. Oryang Kwon, 1995-96

Dr. Park Joo-kyung, 1996-97

Carl Dusthimer, 1997-99

Dr. Han Sangho, 1999-00

Dr. Andrew Finch, 2000-01

Dr. Hyun Taeduck, 2001

Dr. Robert J. Dickey, 2001-2002

KOTESOL 2003 Budget

Approved: December 15, 2002

Monetary Unit: S Korean won

Opening Balance

210 Bank Balance as of January 1, 2003 (est.) 85,000,000

Income

110 Dues: Individual Memberships		16,500,000	
400 regular x 40,000 won	16,000,000		
25 student x 20,000 won	500,000		
120 Dues: Associate Members		26,000,000	
1 Donator x 5,000,000	5,000,000		
20 Associates x 1,000,000	20,000,000		
2 Teacher Training Assoc's x 500,000	1,000,000		
150 Advertising (TEC, Journal, Proceedings)		1,000,000	
159 Interest on Funds		1,000,000	
180 Conference NET Revenues (excluding memberships)		1,000,000	
181 International Conference Advance Reimbursement		7,000,000	
182 National Conference Advance Reimbursement		3,500,000	
Total Income			56,000,000

Expenses

310 Chapter Dues Shares (Half of Individual Dues)		8,250,000	
319 Special Grants for Chapters		1,000,000	
<i>Officers' Discretionary Fund Allocations</i>		1,950,000	
321 * President	400,000		
322 * 1st Vice President	200,000		
323 * 2nd Vice President	400,000		
324 * Secretary	100,000		
325 * Treasurer	150,000		
326 * Conference Committee Chair & Co-Chair	600,000		
327 * Elections & Nominations Committee Chair	100,000		
<i>Department Allocations</i>		32,585,000	
341 * National Program Committee	3,850,000		
343.1 Technology Committee Training Program	1,000,000		
343.2 Technology Committee Discretionary Fund	150,000		
344 * Research Committee	2,275,000		
345 * Publications Committee	14,550,000		
346 * Domestic Relations Committee	400,000		
347 * International Affairs Committee	5,620,000		
348 * Membership Committee	3,440,000		
349 * AM Liaison (Discretionary)	300,000		
390 * Regional Events Support	1,000,000		
441 Executive Council Meetings: Travel (3 times)		1,500,000	
442 Executive Council Meetings: Food & Beverages		500,000	
443 Leadership Retreat		3,500,000	
450 Chapter Leaders' Meetings (2)		2,000,000	
460 Elected Officers' Domestic Travel (incl. 2 trips/chapter)		800,000	
500 Office Matters		1,300,000	
510 Stationery, Printing, Fax/Email Fees, etc.	500,000		
520 Award Plaques, Gifts, etc.	800,000		
710 Equipment Purchases (through TechComm)		1,000,000	
810 KOTESOL International Conference Advance		7,000,000	
820 KOTESOL National Conference Advance		3,500,000	
Total Expenses			64,885,000
Gain / (Loss)			(-8,885,000)
Closing Balance			76,115,000

The 11th Korea TESOL International Conference

Gateways to Growth: Exploring ELT Resources

October 18 - 19, 2003

Seoul, Korea

Call for Papers

In the past decades there have been tremendous developments in the area of ELT (English Language Teaching) within and outside of Korea. Alongside traditional teaching methods and resources, innovations have been developed and introduced to shape the vast EFL (English as a Foreign Language) realm of today. Both veteran and neophyte English language educators face many challenges in navigating the ELT resources world, from simply selecting then adopting EFL resources to their unique classroom context, to pioneering new ways of instructing students and researching the field. The hope for the KOTESOL 2003 International Conference is to provide a forum for educators to tell their stories to fellow educators in the following areas:

- Elementary Education
- Secondary Education
- Adult Education
- Learning strategies and learning styles
- Action research/classroom based research
- Music, Art, and Literature in the EFL classroom
- Video in the classroom
- Cross cultural teaching methodologies and approaches
- Global and environmental education
- Trends in second language acquisition/applied linguistics
- Testing and evaluation techniques
- Alternative approaches and methodologies
- Teaching techniques for mono-lingual classrooms
- Course and curriculum development
- Issues in language and literacy
- Teaching in under-resourced environments
- English for specific purposes (ESP)
- Computer Assisted (CALL) or Multimedia Assisted (MALL) Language Learning
- Socio-linguistics in the classroom
- Teacher training and development
- On-going research
- Other relevant areas of EFL and foreign language teaching

The closing date for the receipt of abstracts and biographical data is June 15, 2003. THIS DEADLINE WILL NOT BE EXTENDED. See below for Presentation Proposal form.

PLEASE NOTE: It is now the policy of Korea TESOL that all non-commercial presenters at the Korea TESOL International Conference be members of Korea TESOL at the time of the Conference.

Check the KOTESOL web page for updates:

www.kotesol.org

2003 Korea TESOL International Conference
Gateways to Growth: Exploring ELT Resources

October 18 - 19, 2003

Seoul, Korea

Presentation Proposal

Please follow the instructions below or you will be required to resubmit information:

1. Do **NOT** fax any documents. Submissions must be received by **June 15th, 2003**. THIS DEADLINE WILL NOT BE EXTENDED.
2. Presenters are encouraged to submit several proposals. HOWEVER, **please note: Only 2 [TWO]** academic proposals per person will be accepted.
3. **Proposal titles are limited to 7 words in length.**
4. Abstracts must **not exceed 150 words** and will be used in the program, so please edit carefully.
5. Biographical data must **not exceed 100 words** per presenter and should be in the *third person*.
6. Use separate sheets for your biographical data and abstract.
7. Only e-mailed proposals will be accepted. Please send in the body of the e-mail OR as an .RTF, .TXT, or .DOC attachment. Attachments must be **IBM-Compatible**.
8. Please email to: **kotesol_conf@yahoo.com**

Please include the following information with your submission

Presentation title: _____

Length: _____ 20 minutes _____ 50 minutes _____ 80 minutes

Type: _____ paper _____ workshop _____ panel _____ colloquium _____ poster

Number of presenters: _____

Equipment: ___ OHP ___ TV & VCR** ___ Cassette ___ CD ___ Computer (Windows/PC) & Beam Projector**

** Please note: Requests for multi-media equipment will be charged a rental fee.

Category of presentation (see other side for categories): _____

Presentation time preferences (please mark at least 2 choices)

_____ Saturday, Oct 18, 9 am – 12 noon _____ Saturday, Oct 18, 1 pm - 6 pm

_____ Sunday, Oct 19, 9 am – 12 noon _____ Sunday, Oct 19, 1 pm - 4 pm

Family Name _____ Given Name _____

Affiliation (Work) _____

Mailing Address _____

E-mail(s): _____

Work fax: _____ Work phone: _____

Home fax: _____ Home phone: _____

Are you, at present, a member of Korea TESOL? ___ Yes ___ No

Please direct any questions concerning SUBMISSIONS to

KOTESOL Conference Program Committee
Professor Gerry Lassche, Chairman <kotesol_conf@yahoo.com>

Please direct all general inquiries and concerns about the conference to

kotesol2003@yahoogroups.com

Constitution & Bylaws of Korea TESOL

Constitution (Adopted April 1993
Amended October 1996, March 1998)

I. Name The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한영어교육학회.

II. Purpose KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals, KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

III. Membership Membership shall be open to professionals in the field of language teaching and research who support the goals of KOTESOL. Nonvoting membership shall be open to institutions, agencies, and commercial organizations.

IV. Meetings KOTESOL shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting and shall include a business session.

V. Officers and Elections 1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer, as well as the KOTESOL General Manager. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

Bylaws (Adopted April 1993 Ammended
March 1998)

I. Language The official language of KOTESOL shall be English.

II. Membership and Dues 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

III. Duties of Officers 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The first and second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of the Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee and shall be responsible for planning, developing and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

3. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

4. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees 1. There shall be a National Program committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publication Committee responsible for dissemination of information via all official publications.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Cochair of the National Conference Committee for the first year of the term. In the second year of the term the Cochair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nomination and Elections Committee and for conducting the election.

VI. Chapters 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

VII. Parliamentary Authority The rules contained in Robert's Rules of Order, Newly Revised shall govern KOTESOL, in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VIII. Audits An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

IX. Amendments The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

The approved minutes of recent KOTESOL Council meetings may be found on the website.

KOREA TESOL MEMBERSHIP INFORMATION

All English teachers, regardless of level or nationality, are invited to join KOTESOL. We welcome **native and non-native speakers** teaching at elementary, middle and high schools, hagwons, colleges and universities.

College students are also welcome to join as student members. The student rate only applies to undergraduate students; graduate students are under the "regular membership" category.

People who are interested in the Learning and Teaching of English in Korea are also welcome to join, as regular members, even if they are not currently teachers or students.

MEMBERS ...

1. Can attend chapter meetings (of any chapter), and conferences and other events. Currently Korea TESOL has 8 active chapters: Jeolla, Daejeon, Chongju, Suwon-Kyonggi, Seoul, Daegu-Kyongbuk, Busan, and Gangwon.
2. Can participate in KOTESOL SIG (Special Interest Group) activities, which currently include Global Issues, Research, Writing & Editing, Young Learners, and Teacher Development & Education.
3. Receive *The English Connection (TEC)*, a bi-monthly publication featuring articles related to language teaching/learning, teaching tips, reviews, job announcements, and notices of upcoming meetings and conferences, as well as information about a variety of language teaching materials.
4. Receive *The Korea TESOL Journal*, an annual publication featuring both practical and theoretical articles and research reports.
5. Receive the annual *Conference Proceedings*, a publication of papers and important releases from presentations of the annual International Conference and Educational Materials Exposition.
6. Receive a local chapter newsletter (whichever chapter you officially signed up through).
7. Advance announcements, pre-registration discounts, calls for papers, and early registration for the annual KOTESOL conference and other events (drama festivals, regional conferences, etc.).
8. Opportunities to build a network of important professional and cross-cultural contacts.
9. Access to the latest in quality teaching resources and related materials.
10. Access to employment postings and the Employment Center.
11. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.
12. Opportunities to give presentations at KOTESOL venues and publish articles in *TEC*, *the Korea Tesol Journal*, *Conference Proceedings*, etc.
13. Opportunities to gain experience as a KOTESOL volunteer and leader at both national and local levels.

Regular Membership, Annual dues are 40,000 won.*

Undergraduate Student Membership, Annual dues are 20,000 won.*

International Membership, Annual dues are US\$50.*

Lifetime Membership, Lifetime dues are 400,000 won.

Educational/Institutional Membership & Associate/Commercial Membership, see the website.

* **Period of membership**: 12 months, from the month of application to the 1st day of the 12th month following that date.

* **Renewals** shall run for a full 12 months. Membership expiry date: 1st line of address label used to mail *TEC* magazine.

We need your feedback, active participation and help! Join us!

www.kotesol.org

Email: KOTESOL@chollian.net

Rev. 2002-01-10

Korea TESOL

Membership Application / Change of Address

Please fill in each item separately. Do not use such timesaving conventions as "see above." Long answers may be truncated. Use abbreviations if necessary. **Please complete this form in English -- and also include Hangul if possible.**

- New membership
 Membership renewal
 Change of address / information

Type of membership:

- Individual (40,000 won/year)
 Lifetime (400,000 won)
 International (US\$50.00/year)
 Undergraduate Student (20,000 won/year, attach ID)
 2-Year Individual (70,000 won/2-year) **NEW!!**

Payment by Cash Check Online transfer Please make online payments to "대한영어교육학회 (KOTESOL)" at Gwangju Bank (광주은행), account number **004-107-002321**. If you transferred funds online, please indicate:

Bank Name: _____ City: _____ Date of Transfer: _____

Family name: _____ **Given name:** _____ **Title:** _____

Chapter Affiliation (circle your choice): Seoul, Gyeonggi-Suwon, Cheongju, Daejeon, Daegu-Gyeongbuk, Busan, Jeolla, Gangwon, International.

Confidential: YES or NO (If you answer YES, the following information will not be included in any published form of the membership database. The information will be used by KOTESOL general office staff only for official KOTESOL mailings.)

Email address(es): _____

Telephone: Home Phone: (_____) _____ Work Phone: (_____) _____
 Fax: (_____) _____ Cell Phone: (_____) _____

Work Address:

 School/Company Name

 Address Line 1

 Address Line 2

 City / Province / Country * POSTAL CODE *

Home Address:

 Address Line 1

 Address Line 2

 City / Province / Country * POSTAL CODE *

To which address would you prefer KOTESOL mailings be sent? Home Work (Please complete both areas)

Please check all those areas of ELT that interest you:

- | | | |
|---|---|---|
| <input type="checkbox"/> Global Issues | <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Teacher Development |
| <input type="checkbox"/> Reading/Writing | <input type="checkbox"/> Secondary Education | <input type="checkbox"/> Learning Disabilities |
| <input type="checkbox"/> Speech/Pronunciation | <input type="checkbox"/> Post-Secondary Education | <input type="checkbox"/> Inter-Cultural Communication |
| <input type="checkbox"/> Video | <input type="checkbox"/> Adult Education | <input type="checkbox"/> Applied Linguistics |
| <input type="checkbox"/> CALL | <input type="checkbox"/> Intensive English Programs | <input type="checkbox"/> Research |
| <input type="checkbox"/> Testing | <input type="checkbox"/> Teaching English to the Deaf | <input type="checkbox"/> Other: _____ |

Date: _____ Signature: _____

Send this form to: (Fax) 054-746-1097 or (Email) <KOTESOL@chollian.net>
 Anyone can join KOTESOL by attending a local chapter meeting.

www.kotesol.org